

Elementary English in Action

GRADE VI



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Elementary English in Action

GRADE VI

BY

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Superintendent of Schools, Madison, Wisconsin

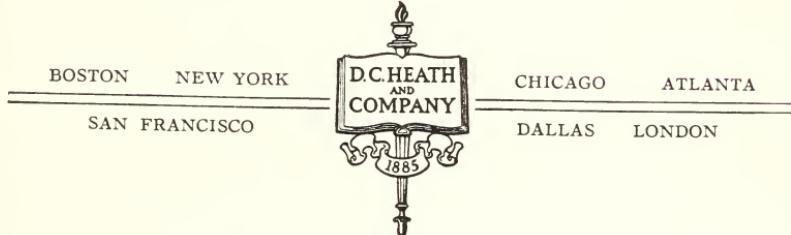
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With Drawings by
C. E. B. BERNARD





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PREFACE

The organization of this book is based upon the principle — generally accepted in schools today — that every situation in the school requiring or stimulating social intercommunication or individual self-expression affords significant opportunity for developing language ability. These situations, which are vital and meaningful to the pupils, are found in the current life of the school, and particularly in the social studies and the natural science classes.

In the first part of the book will be found typical units embodying these vital situations — units taken from the fields of social science, natural science, and the general school life, and rich in opportunities for language training.

While the pupil is dealing with these natural and provocative units assembled in Part I, he discovers that he needs certain information about the use of language and that he needs to acquire or to perfect certain skills in order to remedy faults in his verbal expression. The informational and drill material in this book is assembled mainly in Part II, where it becomes a 'Pupil's Handbook,' instantly available for reference, yet out of the way when not wanted. This separation of the two aspects of English work — the occasions for expression and the mechanics of expression — is an outstanding feature of this series that will be endorsed by all teachers, whichever aspect they prefer to stress.

The features of Elementary English in Action that teachers will appreciate may be stated briefly as they are exemplified in Part I and in Part II.

In Part I

1. *Selection of content* has been based upon (a) a thorough survey of numerous courses of study, (b) a canvass of scientific studies of the interests and natural activities of children

of different ages and grade levels, and (c) the evidence of classroom experience.

2. The *language activities* themselves that the children are asked to use are just those activities in which children of these ages normally engage: conversing; writing letters, invitations, and notices; reporting; discussing; telephoning; interviewing; gathering information; and the like. An effort has been made to maintain in the book the same balance between these activities that is found in life.

3. *Classroom experience* and close contact with children in teaching and observation on the part of the authors has guided the selection both of the units and of the language activities. It is true in elementary-school English, if anywhere in the work of the school, that arm-chair theory as to what may or may not be done is liable to fail under the acid test of classroom trial.

4. The *approach* to each unit is carefully designed to arouse interest and stimulate expression. The aim is to provoke thought and discussion and thus to develop naturally in the child a conscious need for correct and effective expression. This meets a fundamental principle of learning; namely, that those things are most rapidly and effectively acquired that satisfy a need, rather than a demand from without.

5. *Progression* in the difficulty of the material is such that language skills acquired in any one grade are maintained and developed further in subsequent grades. The examples, the explanations, and the standards have been carefully planned to carry the language abilities — letter-writing, story-telling, discussing, and so forth — to a higher level in each grade.

6. *An explanation, a model, and a practice* are provided to guide the pupil whenever a new language ability is required.

7. *Standards for self-rating* by the pupils are given wherever appropriate. These criteria are set forth in chart form so that they attract attention and are easily referred to by the pupil. It is unnecessary to argue the importance of developing these habits of self-criticism.

8. The *initiative* of the pupil is engaged generally throughout this book. The method employed is especially designed to encourage the pupil to search for, and to find, assistance in his language difficulties. It is reasonable to expect that this habit of self-criticism and self-correction will extend into all activities and studies in which language difficulties may be encountered.

9. *Continuity of effort and freedom from distraction* are gained by removing from Part I the material used to improve the mechanics of English expression, to correct errors, and to drill upon skills. This material is instantly available in Part II. Placed there, it does not turn the pupil aside from his immediate objectives in the use of language or destroy his interest in expression.

10. The *material is easily adaptable* to varying school conditions without conflicting with other courses of study. At the same time, many of the units do serve as illustrations of the methods by which other school subjects may be made the material for language instruction, with the result that every teacher of every subject becomes a teacher of language.

In Part II

1. The *selection of material* has been made after careful examination of courses of study and of scientific investigations.

2. The *grade placement* of this material, and hence the sequence of items grade by grade, has been controlled particularly by three considerations: (a) the child's need for the skill at the time, (b) the difficulty of acquiring the skill, and (c) the comparative importance of the skill in adult life.

3. A *maintenance program* is provided by a cycle plan of drills and exercises, so that the various language skills will be thoroughly acquired.

4. A *minimum of mechanics* has been included in the material selected, in accordance with the present trend toward simpler capitalization, punctuation, and form.

5. *Progress from grade to grade* in mechanics of expression is assured by a definite plan of organization and instruction. Each set of skills is checked to insure the mastery of those previously taught before additional ones are developed.

6. *Meaning and understanding underlying each new skill* are developed before drill upon the skill is introduced. The drill is thus an intelligent, not a purely mechanical, process.

7. *Individual differences* are provided for by frequent diagnosis of the needs of the class and of individual pupils and by optional exercises.

8. *Self-reliance in the discovery of difficulties* and in remedying them is everywhere encouraged. The pupil is challenged to use the Handbook on his own initiative.

9. The *organization* of the Handbook, though concise, is on the child's level and its *vocabulary and style* likewise permit the child to use the Handbook freely and easily as a tool for improving his expression in language.

10. A *standard of achievement* for his grade is developed for the pupil by the many examples of the work done by pupils of his grade.

◆

We appreciate the assistance of the principals and teachers of the schools in Madison and elsewhere who used this material experimentally and read it critically. We are grateful, also, for the coöperation of many school children whose letters, reports, poems and other writings have been used in the books.

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E. M.
J. C. T.

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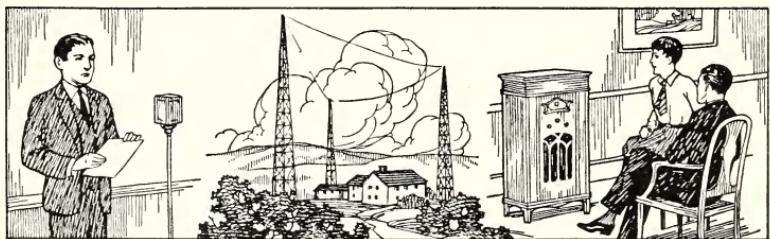
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Part I

YOUR
PROGRAM OF ACTIVITIES





UNIT I

LIVING BOOKS

THE FIRST BOOKS

Have you ever thought what a school would be like if there were no such things as paper or books? People have not always had books like those which we read and paper like that on which we write and work our arithmetic problems. Indeed, it is only within recent years that paper has been so commonly used. At the beginning books were not made of paper.

What did the first book look like? It was not in the least like the book of today. It had hands and feet. It couldn't be placed in your desk. It could talk; it could even sing. To make a long story short, it was a living book — a human book.

In those days men had no way to write a story, for they had no letters with which to form words. Instead of a written story or a book, as we know it, there were men in each tribe or nation who told the stories handed down to them from their fathers. They would travel about from place to place, and the people would come together and listen to their tales. These men, who were actually living books, died. But their stories lived on, handed down from father to son, from grandfather to

grandchild. The stories changed as they passed from mouth to mouth. Some things were added and some were forgotten. They were smoothed and polished by time just as stones are polished by running water. The story of some brave warrior would be changed into a fairy tale about a giant who feared neither spear nor arrow, who could run through the wood in the form of a wolf or fly through the air in the form of an eagle.

Sometimes the story-tellers would play on a small harp, called a lyre, and sing the story of the heroic deeds of a former time. When the banquet was ended and the men had their fill of food and drink, they would call for the bard, or poet, with his lyre to sing the story of the Greek heroes, of the Trojan war, and of the great deeds of Achilles and the strange adventures of Ulysses.

The songs of the bard were good, but our books today are better still. We can carry our books with us wherever we go, and we do not need to wait for the end of a banquet for them to tell us interesting stories.

TELLING A STORY

Here is a story told to the boys and girls of Greece hundreds of years ago, long before there were any books.

ORPHEUS, THE SOUTH WIND

In the land of Thrace there lived, years ago, one who was called Orpheus. He was the sweetest singer ever known. His voice was low and soft. When men heard this voice, all anger ceased, and their thoughts were thoughts of peace. Even wild animals were tamed.

Orpheus went into the woods one day and took nothing but his harp with him. No quiver of arrows was on his back; no hunting spear was at his side.

He sang and sang till the birds flew down on the ground about him, and seemed to think that a creature with such a voice must be merely another kind of bird.

A wild cat came creeping slyly between the trees, trying to catch the little feathered listeners. Orpheus took his lute and played upon it, and the wild cat became as tame as the birds. They all followed Orpheus farther into the forest.

Soon, from behind a rock, a tiger sprang to attack the wild cat. The birds and the wild cat called to Orpheus. When he saw the trouble, he took his harp again, and while he sang, the tiger came trembling and purring to his feet, and the birds, the wild cat, and the tiger followed Orpheus still farther into the forest.

He sat down by a tree to rest, and the bees came and showed him where their honey was hidden in the tree. He fed his friends, and then he and the tiger led the way to a river where there was the purest water.

Before they reached the river of pure water to which the tiger was leading them, a lion, fierce with anger, sprang madly at his old enemy. Orpheus took his harp and played so wonderfully that the pine trees sighed with sorrow, and the lion, loosing his hold on the tiger, followed the sweet singer of Thrace. At the river the birds, the wild cat, the tiger, and the lion drank together with Orpheus, with not one thought of hurting one another.

Orpheus had said, before he came into the wood, that he was tired of men and their quarrels; that wild beasts were



ORPHEUS CHARMED WITH
HIS STORY-TELLING

easier to tame than angry men; and so he found it during these two days in the forest.

He took his harp and played and sang a sweet, wild song of love and peace, and overhead the leaves and branches of the oaks danced for joy of living. Not one growl, not one quarrel was heard where even the echoes of the music went. The very rocks answered the voice of Orpheus, and everything was at peace.

Then came the sound of the hunting dogs. The lion raised his shaggy head, but put it down again. Savage light came again into the eyes of the tiger and of the wild cat. The dogs came nearer. Orpheus played on his lute; then the dogs came and lay down at his feet, and the hunters went home without their prey.

That night Orpheus led the birds and beasts all back to the places where he had found them, and went home to live once more in his cave in Thrace.

For years hunters told, over their camp fires, strange stories of a tiger and a lion who lived together in the deep forest, of a wild cat with eyes like a pet fawn, and of birds whose songs were so sweet that wild beasts grew tame as they listened.

Sometimes, even in these days, it seems as if Orpheus were singing again.

When the wind stirs, there comes sweet music. The pine trees sigh, the leaves and branches of the forest trees dance as in the days when Orpheus first went into the woods of Thrace.

When the south wind blows, earth's voices become low and sweet, and the birds sing soft melodies to greet its coming.

Orpheus was really the south wind itself.

Practice 1—Telling a Story

So that you may understand how the old stories were changed as they were told through the years, try an

experiment. One member of your class may write out and read to one other pupil a short story or an account of something that happened during the vacation. Let that pupil tell it to another, and so on until six different children have been told the story. Have the last listener tell it to the class. Then read the story as it was told in the beginning. Did you find it had been changed? Do you see how hard it is for living books to be accurate?



STORY-TELLING

Can you think of an interesting story to tell? The way in which you tell it will usually determine whether it will be interesting. Have you ever heard one person tell a story that you have thought dull and tiresome, while another told the same story so that you enjoyed it very much? What makes the difference?

How to Tell a Story

1. *Start your story interestingly.* Try to arouse at once the interest of the boys and girls who are listening. This may be done in several ways. A remark that somewhat startles the hearer or a question that arouses his curiosity — are two ways. A humorous comment, so that the story starts off with a smile, is often a good way. Each person has a different way of making a good start. Try different kinds of

beginnings and find out which is the most successful for you.

2. *Make the story go ahead*, telling things as they happen, one point at a time. This will prevent your hearers from getting confused, and it will make it easier for them to follow you.

3. *Keep your hearers in suspense during at least a part of the story.* Have you ever heard a person telling a story that rambled on and on with the listeners taking no interest in it? Compare him with the person who tells a story in such a way that every hearer is wondering every moment what is going to happen next.

4. *End your story at the right time*, while your hearers are still interested.

Two Sample Stories by Pupils

Here are two stories told by two different sixth-grade boys about the same experience. Which do you think is the better?

1

I went on a hike one Saturday. This was in the middle of the summer and it was a hot day. There were two of us boys and we hiked out on the Middleton Road. When we started, I filled my canteen with water. It was a good thing I did, because we got thirsty because of the dust and heat. We made a fire without matches and cooked our dinner. It was a lot of fun even though it was hot. We saw an animal that we thought at first was a wolf, but it turned out to be a dog. We went swimming in the lake and felt better. We got home before it was dark. I like to go on hikes. — PUPIL A

2

Have you ever heard of the big woods up near the village of Middleton? Some people say that there are wolves and other animals there. George and I had heard this, and we

wanted to see if it was true. So one morning last summer we decided to go up there on a hike.

We packed our knapsacks carefully with food and cooking utensils, filled our canteens with cold water, and started out. It was lucky for us that we had the water, for the day was hot and the Middleton Road was dusty.

When we finally reached the woods and found a good place to camp, it was noon. One of the Scout tests that we gave ourselves that day was to start a fire without matches, by striking sparks from a flint. This was hard to do. However, we finally got the fire started and the food was soon cooking.

Just as we were about to sit down and start eating, I heard George give a sort of a gasp. I looked up and about thirty yards away, through the little poplar trees, I saw an animal moving slowly toward us. We both jumped up. George reached for a hatchet, while I grabbed a big stick. I guess both of us were pretty white in the face and wished just then we were back home. The animal, partly hidden by the brush, kept coming toward us. Suddenly it burst into the clearing where we could see it plainly — a big shepherd dog, wagging his tail as if he wanted to be friends with us.

Even after we were sure it wasn't a wolf, we felt shaky and decided to go down to the lake shore. After a good swim we got home at dark and told our folks how the Middleton wolf turned out to be a dog. — PUPIL B

Standards for Story-Telling

1. Does the first sentence arouse your interest?
2. Does the story proceed without confusion — one point at a time?
3. Does it keep you in suspense part of the time?
4. Does it end well — while your hearers are still interested?

Practice 2 — Making a Story Interesting

You have probably had an experience or heard a story that will interest your classmates. Imagine that you are a Greek bard and see how interesting you can make your story. Below are some titles for stories. They may not fit exactly any experience which you have had, but they may suggest a story to you.

1. My first fishing trip	6. Our best day at camp
2. An exciting airplane ride	7. Taking the wrong trail
3. Father's favorite story	8. A mishap at sea
4. A visit to a farm	9. Our gang does a good deed
5. My meeting with a bear	10. In our neighbor's garden

Practice 3 — Discussing Written Messages

If there were no such thing as writing, how would you send a message? You would have to have the messenger memorize it word for word. It would certainly be hard for the postman to bring many letters if he had to memorize each one. He would probably get them all mixed up. Discuss why it is so necessary today to be able to write letters or messages. Here are some suggestions for your discussion:

1. What business in your town or city would have the hardest time getting along without writing? Is there any business that would be just as well off without the use of writing?
2. How would you keep in touch with your friends and relatives who live in other places? Do you think that you would hear from them often or that they could send you such interesting messages?
3. If we had to do without one of these two inventions of man, writing or the automobile, which one do you believe we should miss the more? Give your reasons.

LIVING BOOKS TODAY

Can we learn everything from books? If we could, we should not have to go to school after we had learned to read. When we do not understand, we are not able to ask a book. But we can always ask a teacher to explain things we don't understand. So teachers, who are really the living books of today, are very useful to us.

WHAT THIS BOOK CAN DO FOR YOU

During this school year you will have two helps to aid you from day to day in speaking or writing — this book and a living book, your teacher.

This book is divided into two parts. They are planned as follows:

Part I contains units that will help you to see how your writing and speaking play an important part in your everyday classroom work. It will give you practice so that your ability to speak and write will be improved. You know that in everything that you undertake in school you use language, either written or spoken. You may appear to be not a very good geography or history student just because you cannot take part in discussions easily or make a good, clear report on what you know. The better you are in your use of language, the more successful you will be in all of your classroom work.

Part II of this book is a handbook of reference for you to use in several different ways:

First, you can use it for language, just as you use a dictionary for words. If there is anything in your language use about which you are uncertain, you can turn to the Handbook and look it up. For example, if you are writing a letter and are uncertain in regard to the way to start, look at the models in the Handbook (Part II). You will not need to

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ask questions of your living book, your teacher, if you learn how to look up what you want in your Handbook.

Second, there are tests in the Handbook that will tell you and your teacher what sort of help and practice you need to improve your language. You can compare your progress with that of other pupils in your school grade.

Third, there are practice exercises that will furnish material for you to use when you and your teacher find out what it is that you need to study in order to improve your language.



UNIT II

THE SCHOOL CLUB

It was one of those warm sunny days, an early afternoon in late September. The gong, half hidden by the ivy on the side of the old brick school, had just sounded. In all parts of the large playground the games stopped, and the children turned toward the school.

From over in the corner near the home plate of the sixth-grade ball diamond, two boys hurried to catch up with the others entering the school doors. One of them had waited to gather up the ball and bat, which he now had tucked under his arm. The other, a freckle-faced, sandy-haired youngster, seemed uncertain where to go.

"You are the boy that just entered school this morning, aren't you?" spoke up the first lad, shifting the bat from one arm to the other to open the school door. "My name is George Martin. I'll be glad to show you where your locker is."

"Thanks. It's a bit hard to get the hang of things in a new school," replied the other, as he pulled off his cap with a grin. "My name is Orton. The fellows have always called me 'Red.'"

"Well, Red, you certainly picked the best day of the

week to start school here," was George's comment, as he stopped to put the ball and bat in a closet.

"Why is that? Because tomorrow's Saturday?" Red grinned again.

"Oh, no," replied George. "It's because Friday is our Club day."

"Club day? What's that?" asked Red.

"You'll find out what it is pretty soon," explained George. "You see, every Friday afternoon the class



meets as a sort of club. We have a chairman and secretary and everything, just the way the men do down at the council or the folks do when they have their meetings here at the school at night."

"But what do you do at the club meetings?" asked Red.

"Oh, there are lots of things around a school like this to do," replied George. "We take up anything we're interested in. For instance, you

noticed how the games on the school ground are arranged so that we all have room to play and our teams are all ready to go when they get out there. That's because we worked out everything in our club meeting. And did you notice the patrol boys looking out for the younger children?"

"Yes," said Red, "I thought that was pretty fine."

"Well, our club helped work that out"—George was getting enthusiastic. "You see, it's just like the

older people in town getting together to decide on the things they need — like the fire and police departments, paving the streets, and having schools. Only we take care of the things around the school here."

"But do you always have things to do?" asked Red, for he wondered what a sixth-grade club could find to do.

"You'll be surprised," said George. "Committees are reporting at each club meeting on things that came up at the last meeting. New committees are appointed to work on new things that come up. We have programs sometimes and that's a lot of good work, especially if we give them before the whole school. And then there is 'current events.'"

"Current events. What's that?" Again Red's curiosity was aroused.

"That's reporting on the important things that have happened anywhere in the world each week. It's something like the newsreel at the movie, you know. There's always a committee to report news," was George's reply.

"I still don't see how you do all that by yourselves," said Red.

"Well, you just wait and you'll see this afternoon," prophesied George.

And so they went into the classroom. There they found the class just coming to order as the Sixth-Grade



Club. At the front of the room with a table before her, stood one of the sixth-grade girls, who was the club chairman for that month. By her side sat the secretary with a book open before him. The weekly meeting was about to start.

HOW TO CONDUCT A MEETING

The club chairman had the following guide to help her in conducting the meeting.

Order of Business

This meeting will please come to order.

The secretary will read the minutes of the last meeting.

You have heard the minutes. Are there any additions or corrections?

The minutes are approved as read (as corrected).

The secretary will read the announcements.

We will listen to the treasurer's report. (To be used only when the club has a treasurer.)

You have heard the report. Are there any additions or corrections?

The treasurer's report is accepted as read (as corrected).

Are there any reports from committees?

Is there any discussion?

The committee's report is accepted.

Is there any old or unfinished business?

Is there any other old business?

Is there any new business?

Is there any other new business?

The chairman now turns the meeting over to for the day's program.

The meeting is adjourned.

HOW TO KEEP THE RECORD OF A MEETING

The *Secretary's Report* contains the record of the meetings. Here is an example of a secretary's report:

The Sixth-Grade Citizens Club met in their regular weekly meeting Friday, September 12, at 1:30 P.M. The minutes of the previous meeting were approved. An announcement of the competitive drill of the Boy Patrols to be held at the Central School on Saturday, September 13, was made. The chairmen of Committees on Clean Hands Campaign, Removing Big Stones from the Playground, and Best Playground Games for Girls made their reports, which were accepted. A new committee to arrange for next month's baseball schedule was appointed. There was a discussion of the danger of pushing heads of pupils who are drinking at the fountain. The program was then turned over to the Committee on Current Events, each member of which reported on an item of interest that had happened during the week. The meeting adjourned at 2:30.

RUTH BARNES, *Secretary*

OTHER HELPS FOR THE CLUB MEETING

The chairman should remember:

1. To rise when stating a motion, when putting the motion to a vote, when declaring the results, and when speaking on a question of order.
2. To speak of himself as "The Chair," never as "I," when he is presiding; also never to make, second, or discuss a motion while presiding.
3. To keep order. To decide points of order promptly. To keep the debate on the motion or subject under discussion.
4. To recognize members quickly in the order in which they stand, if possible.

5. To give everyone a chance to discuss questions of importance.

6. To state the motions so that all know for what they are voting, to call for both affirmative and negative votes, and announce the results.

7. To keep discussion moving, so that the meeting will not last too long.

The *Introduction of Business* follows a method of procedure that can be illustrated thus:

Charles (rising): "Mr. (or Madam) Chairman."

The Chairman: "Charles."

Charles: "I move that the fifth grade be invited to hear our program next week."

The Chairman: "Is there a second to that motion?"

George (rising): "Mr. (or Madam) Chairman."

The Chairman: "George."

George: "I second the motion."

The Chairman (rising): "It is moved and seconded that the fifth grade be invited to hear our program next week. Is there any discussion?" [The class discuss the motion; each member always addresses the Chair.]

"Is there any further discussion?"

"All in favor of the motion say 'Aye'"¹ (or "rise" or "raise the right hand").

"All those opposed say 'No'" (or "rise" or "raise the right hand").

"The motion is carried" (or "is lost" or "is in doubt. Please vote again").

At any time the chairman may call the meeting to order with a tap of the gavel. He may also declare a person out of order by saying: "Your motion is out of order. There is a motion before the house" or "That motion was not seconded" or "..... has the floor" or "Please keep to the subject we are discussing."

¹ Pronounced ī.

Red Orton found that George Martin was right when he said that Club day was the best day of the week. Within a few weeks Red was just as active as any pupil in the class in promoting the projects that the Club worked on.

Your class can organize and have a Club day at least once a week just as well as the class in which George Martin and Red Orton were pupils. You will find that the guides for conducting a meeting and other helps will assist your chairman and all other members of the club. You will find many things for your club to do that will help make your school and your room a much better place in which to work.

CLEANING UP THE SCHOOL GROUNDS A CLUB PROJECT

A clean-up campaign to remove paper and other unsightly things from the school grounds is a project in which a sixth-grade club can accomplish a great deal of good for the whole school. To do it well, the members must get the coöperation of the other pupils in the building.

Do you take care not to mark on the walls?

Do you pick up paper and other scraps from the floor?

Do you make sure that the mud on your shoes is removed when you come into school from the playground?

Do you do everything you can to make Washington School a clean, tidy building?

If you do, YOU ARE BEING A GOOD CITIZEN OF WASHINGTON SCHOOL.

Practice 1—Writing a Bulletin Board Notice

It is a good experience to try to get the interest and coöperation of others. There will probably be many times later in your life when you will be in this sort of campaign, and here is an opportunity for you to practice doing it.

Study the sample poster used by one sixth grade in a clean-up campaign.

After you have committees from your own grade working on the clean-up, try, by means of posters on the school bulletin board, to arouse the interest of the other pupils in your building.

Practice 2—Making a Short Talk

You will have speakers from your grade club who will give short talks on the value of a clean school to the pupils in other rooms. Several members may give their talks to your own grade, and the best speakers may be selected to go to other rooms.

If you are chosen as one of the speakers, how can you make your short talk so good that all who hear you will want to help in the campaign?

You are introduced to a group of pupils in this way: "We have with us this afternoon Charles Williams, from grade six, who will speak to us briefly on 'The Campaign for a Cleaner School.'" You step forward. All eyes are upon you as the children wonder just what you have to say. This is an important moment. You can make it count if you have prepared yourself. Here are some helpful suggestions for making a good short talk.

1. Be sure that you know what you want to say, believe in its importance, and have a real desire to get it across to the pupils who are listening.

2. Have your talk well organized, so that it will be clearly understood, and so that you won't omit something that you really want to include.

3. Stand on both feet with chest high, and look directly into the eyes of your audience. Speak distinctly but naturally; that is, somewhat as you do in everyday conversation.

4. Take advantage of the interest that the pupils have in your talk right at the start to win their interest with your first words. The first sentence of your talk is the most important.

GROUP DISCUSSION

All your life you will need to be able to discuss problems with other persons. Sometimes a group of persons thinking and talking together can work out problems that none of them could solve alone. It is like building a wall. Each one puts in an idea that, like each brick in the wall, strengthens the whole plan.

Each new idea is piled on the idea before. Finally the whole thing is clear because the people who have been talking have helped each other to think. From what *you* think and *he* thinks and *I* think, something has grown. It has become what *we* think.

How can you get along best in a *group discussion*? Will the pupils give attention to you? Will you really do something to help the group come to a good decision? Here are some suggestions which may help you.

1. *Listening.* It is very important that we learn to take part in a group discussion in the right way. If we are too loud and wordy and talk too much, we arouse the antagonism of

the other members of the group and have difficulty in convincing them that what we believe, or what we want to do, is right. If we have made the others ruffled and unfriendly through our lack of courtesy and willingness to listen a little as well as talk, we shall not get far with that group, even though we may have all the best of it so far as the argument goes.

2. *Getting a Reputation for Speaking to the Point.* Have you ever noticed that a group in discussing a game or some other subject will sometimes ignore one of the pupils who is constantly trying to speak, but listen attentively when a second pupil starts to say something? That is usually because the second pupil has the reputation for saying something worth while when he does speak. This is a desirable reputation to get, and one which we can all have if we use good judgment and speak to the point; that is, if we contribute something of real value to the discussion.

Practice 3—Organizing the Playground for the Greatest Fun and Health

You can make almost every game you play on your school playground much more fun if you plan and organize it in your classroom. Captains can be elected, schedules arranged, rules decided upon, a record of wins and losses made, and the playground divided into sections for the different games. If you do all these things in the schoolroom, you will have much more time to play when you get out on the grounds.

The decisions you make in regard to your games will usually come after considerable group discussion. For example, the boys will work as one group on the organization of their games, and the girls will work as another group on their games.

PROMOTING BETTER HEALTH A SECOND CLUB PROJECT

One of the most important aims of the town or city organization that older people have is that of maintaining the health of all the people in the community. Years ago terrible pestilences would sweep through the larger cities of the world and cause the death of thousands of people. Thus, in the city of London, in 1349, the "Black Plague," as it was called, caused the death of over half the men, women, and children of that great city. But the causes of pestilence have now been found out. Impure water and food are now prevented by organizations of health workers in our cities. Contagious diseases have been placed under control. People live much longer now, on the average, and are sick less often. How much better it is to live in a clean, healthful town today than in one of the pestilence-ridden cities of a few centuries ago!

Practice 4—Short Talks

[*Handbook, Section II, Preparing and Giving Reports*]

See if you can interest your classmates in one of the following questions. You can get the information from books in your library, or from the health department of your city, or possibly from an interview with some man in your neighborhood.

1. Why are health safeguards more needed now in our community than fifty years ago?
2. How is our drinking water supplied? Are we certain it is pure?
3. What does our city do to have waste and refuse removed?

4. How do we know that the meat we buy is pure and wholesome?

5. Why should people who have a contagious disease be willing to be quarantined?

6. Why is it important to have a well ventilated school-room? Take a trip to the school heating plant and give an explanation of how the building is ventilated.

WORKING FOR A HIGHER STANDARD OF COURTESY A THIRD CLUB PROJECT

Courtesy is the outward sign of a kind and gentle spirit. That is why men who show courtesy are called "gentlemen." The school that has pupils who are courteous to each other and to visitors is a good school in which to be a pupil.

Practice 5 — Oral Reading

At each meeting, a member of the club may read a story or a poem that illustrates the quality of kindness and courtesy. Here is a poem about a boy who saw a chance to do an act of kindness and did it.

SOMEBODY'S MOTHER

The woman was old and ragged and gray
And bent with the chill of the winter's day.
The street was wet with the recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long
Alone, uncared for, amid the throng
Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street with laughter and shout,
Glad in the freedom of "school let out,"

Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and gray
Hastened the children on their way,
Nor offered a helping hand to her,
So meek, so timid, afraid to stir,
Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop,
The gayest laddie of all the group;
He paused beside her and whispered low,
“I’ll help you across if you wish to go.”

Her aged hand on his strong young arm
She placed, and so, without hurt or harm,
He guided her trembling feet along,
Proud that his own were firm and strong.

Then back to his friends he went,
His young heart happy and well content,
“She’s somebody’s mother, boys, you know,
For all she’s aged and poor and slow;

“And I hope some fellow will lend a hand
To help my mother, you understand,
If ever she’s poor and old and gray,
When her own dear boy is far away.”

And “somebody’s mother” bowed low her head
In her home that night, and the prayer she said
Was, “God be kind to the noble boy
Who is somebody’s son and pride and joy.”

— ANONYMOUS

Practice 6—Making Rules

The members of the club or a special committee can report how the standard of courtesy in the building and on the playground can be improved. The club can set up a list of courtesy standards like these:

1. To be considerate of the rights of other pupils.
2. To be helpful toward younger children and crippled children.
3. To welcome new pupils and make them feel at home in this school.
4. To help guide strangers to the place in the school where they wish to go.
5. To be helpful and kind to elderly people and especially to the weak and sick.

SAFETY RULES A FOURTH CLUB PROJECT

Think of all the things you should do to keep anyone from getting hurt. Call these safety rules. Here are some safety rules for the street.

1. Cross the street only at the regular crossings.
2. Before you cross the street, look both ways to see if an auto is coming.
3. Don't chase a ball into the street. Wait until it stops; then look both ways before you go after it.

There are other rules that you or your "street safety" committee can probably think of. A similar set of rules can be drawn up for the playground and called "Safety Rules for the Playground." Another set of rules could be called "Safety Rules for the School."

Practice 7 — Discussing Safety

In your class discussion of the need today of being safety conscious, here are some of the things you may consider:

1. What does safety mean? It means (a) not taking unnecessary risks and (b) protecting ourselves and others at play.
2. Will the habit of safety take away the fun from an adventure?
3. In what ways are courageous people also cautious people?

The following account shows that one great young American believed in taking every precaution.

LINDBERGH'S PREPARATION FOR THE GREAT FLIGHT

No one could deny the spirit of daring and the quality of heroism and bravery that possessed the young pilot. Nor was it luck that brought the silver monoplane from Roosevelt Field across the waters to land at Le Bourget Field¹ in France, although the mechanics who had so carefully tuned the Whirlwind motor had the fanatical idea that the engine would keep on running as long as Lindbergh believed in it.

With all his daring and his willingness to risk everything in the great adventure, Lindbergh took every precaution within his power to take. He had spent months in planning and arranging for the construction of his plane. He had carefully selected his engine. He had given it two severe tests in cross-country flight. The motor experts and the plane-riggers assigned to him during the brief time before the great flight did everything humanly possible to insure him against any trouble with either motor or plane. Not a thing escaped their eyes.

¹ Pronounced lĕ bōōr' zhĕ'.

When Lindy suddenly decided near midnight of May 19 that he would hop off for Paris at dawn the next morning, it was because he knew that he was prepared. Every possible precaution had been taken.

Select a famous character from some field in which you are interested, such as aviation, history, sports, medicine, exploration.

1. What was the character's greatest adventure?
2. How was it accomplished?
3. What safety precautions were taken?
4. *Conclusion:* Why I should always choose the safe way and the safe place.

CURRENT EVENTS A FIFTH CLUB PROJECT

Each week there are at least two or three happenings reported in the newspapers that will be of interest to the members of the club. A committee can be appointed at each meeting to report on current events at the next Friday's meeting.

Practice 8—Making Oral Reports

Here are some suggestions for reporting current events orally:

Don't just clip a short article from the paper and mumble it off in a disinterested way when the chairman calls upon you. If you do, the general opinion will be that you are not a very good club member.

Make your report on a current event interesting. Tell in a clear, distinct voice why you chose it and why you think it important; then give the main thought in a few sentences. If the article is rather long, make an outline, and speak from this outline.

Here is an example of a current events report which interested the boys and girls of one sixth grade:

I was interested in reading in our daily paper yesterday how the Century of Progress Exposition was opened. As I understand it, there is a star named Arcturus,¹ the light from which takes one hundred years to reach the earth. Scientists caught a beam of the light from this star on a photo-electric cell. This closed a switch that turned on all the lights on the Exposition grounds. The Exposition showed all the advances that men had made in science and industry during the one hundred years that this beam of light was on its way from the star Arcturus to the earth. It seems to me that this was a strange, but a very good way to open up the Exposition.

¹ Pronounced ärk tū' rüs.



UNIT III

HOLIDAY PROGRAMS — FALL SEMESTER

Among the special days that you observe or celebrate during the first half of the school year are Halloween, Armistice Day, Thanksgiving Day, Christmas, and Thrift Day. To plan and present a program on these special days is a task in which every pupil can take part.

HALLOWEEN — OCTOBER 31

When Halloween is mentioned, at once you think of a party or a celebration of some kind. That feeling comes down to us from the days when Halloween meant that the hard work of the harvest was over and the food for the winter was all stored away.

Now it seems to be just as natural a time for joy and merrymaking. So let us plan for a party. What preparations shall we make?

Writing Invitations and Replies

[Handbook, Section III, Letter-Writing]

An invitation to a party may be very informal. This would be the most appropriate kind of invitation for you to send to your classmates. Here is an example:

1428 Eighteenth Avenue
South Bend, Indiana
October 25, 1935

Dear Mary,

We are planning to have a Halloween party at the Audubon School at seven o'clock next Friday evening. We will meet at the corner of Seventeenth Street and Eighteenth Avenue a little before that time. Bring a sheet and your flashlight.

Sincerely yours,
Jane Williams

Here is an informal note of acceptance:

Dear Jane,

I'll surely be on hand at the corner of Seventeenth Street and Eighteenth Avenue, Friday just before seven. Dad's buying me a new flashlight for the occasion!

Sincerely yours,
Mary Maxwell

Here is an informal note of regret:

Dear Jane,

I'm sorry I can't come to your Halloween party next Friday. I'm going with the folks to Chicago that afternoon. This is hard luck for me because I know you'll have lots of fun.

Sincerely yours,
Mary Maxwell

Practice 1—Writing and Answering Invitations

Divide your class into two equal groups. One half of the room can be hosts to the other half. This will mean that some will write invitations; the others will reply. This will be good practice for both.

Practice 2—Introducing a Stranger to a Group

To introduce one person to a group with whom he is not acquainted is an ability that you will probably need on many occasions. It is embarrassing, indeed, if you do not know just how to do it, what to say, and whose name to mention first.

Let us suppose that the stranger has entered the room. You greet him in a cordial and friendly way, then turn to the others and say to them all: "This is my friend, John Murray. He has just come to Pittsburgh from way out West." Then you will turn to John and say, "John," and indicate by a gesture the nearest person, "I want you to meet Fred Wagner." They will greet each other, and then you will turn to the next person and introduce him to John as you did Fred.

Practice 3—Taking Part in Conversation

What a dull time you have at a party when no one seems to be able to start a lively discussion on some topic that is of interest to you all! Have you ever noticed a person who talks a great deal but does not interest others? That person does not seem to know that in every good conversation it is just as important to be a good listener and to be interested in what others say as it is to speak in an interesting way oneself.

At your school party before Halloween or at the next home party to which you go, notice the following:

1. Who is the best in starting an interesting conversation?
2. Why is he the best? Is it the way he speaks or what he says?
3. Who are the ones that take part in the conversation? Are they good listeners? Do they ask questions?

ARMISTICE DAY — NOVEMBER 11

Planning a Program

How much time will it take your class to prepare a program for Armistice Day? It is well to start early, so that the entire class can help in making the plans and work together in making the program a good one.

The second week in October is not too early. At the meeting of your club that week you can discuss the kind of program you would like to have. Then the chairman can appoint committees to work on different parts of it; for example, there might be one committee to arrange for the reading of one or two poems, another to invite some grown person to speak, and a third to see that songs and other musical numbers are provided.

In this way every member of your class can help in planning and preparing a good program for Armistice Day.

Practice 4—Writing a Letter

[*Handbook, Section III, Letter-Writing*]

The committee on the selection of a speaker will consider the different men or women in the community who might be willing to speak to the class on Armistice Day. In most communities the American Legion has a list of speakers. A committee of two or three pupils

could call on the commander of your American Legion Post and ask for such a list. When the person whom you would like to have speak to you has been selected, write a letter inviting him. Each member of the committee will write a letter. The whole committee will then decide which is the best letter, and that one will be sent by the class. In writing your letter, keep in mind these points:

1. The man to whom you address the letter will judge you by it; so the form must be carefully planned. There must be no misspelled words. The writing should be neat and easily read.
2. You must give the person to whom you are writing the information that he needs. Here are the things he will want to know:
 - a. Who is asking him to speak.
 - b. Why you have selected him.
 - c. When he is to speak — the day and the hour.
 - d. Where the program will be held.
 - e. For how many minutes you would like to have him speak.
 - f. How pleased you will be if he accepts.

Practice 5—Announcing a Program

The chairman who presides at a program has an important part in its success. If he does his part well, the program will proceed without awkward pauses, and those who take part will feel at ease.

The pupil presiding at the program should have an outline containing:

1. *Introductory Remarks*, such as, "We are meeting this morning to celebrate the day upon which the World War ended. The theme of our program today was decided upon

by our class. It is ‘The Armistice and World Peace.’ The first number will be . . .”

2. *Copy of Complete Program*, with notes on special remarks that might be made. Here is an example of a complete program.

Armistice Day Program

Piano Prelude	Dorothy Hoskins
Song: “America the Beautiful”.....	By the Sixth Grade
Reading from the Diary of Alan	
Seeger	John Adams
Poem: “I Have a Rendezvous with	
Death,” by Alan Seeger.....	Jerry Simmons
Song: “When There Is Peace”.....	Girls’ Chorus
Talk: “Service to Our Nation”.....	Captain Black
Song: “America”.....	By the Sixth Grade

One chairman, in introducing a speaker, said, “We have the pleasure of having as our guest speaker Mr. George Black, who is known to many of you. Mr. Black was a captain in the World War. The American Legion has sent him to us this morning upon the invitation of our class. We greet Captain Black and will be glad to have him speak to us on the subject ‘Service to Our Nation.’”

Do you like that introduction? Would you change it?



THANKSGIVING DAY

A program for Thanksgiving Day suggests the writing of a play based upon one of the stories of the harvest

time. The play can be written by the class, all working together. First select your story. There are many good stories in school readers, books of American adventure, and magazines. The story must have a certain amount of dramatic incident and interesting action. The number of characters must be limited. Here is a story that proved to be a good one to dramatize.

THANKSGIVING — THE NEW AND THE OLD

The kitchen was altogether too small on this particular morning. Kitchens in city apartments are never too large, and today with a kettle on every burner of the little gas stove, a roasting turkey crowded into the oven, and pies and cakes and other good things to eat covering every available shelf, this kitchen seemed about to burst with a load that was entirely beyond its capacity.

John sat in the dining room cracking nuts. Martha was busy with a spoon, now stirring the squash, now basting the luscious brown turkey. They were both busy and both very happy. Today was Thanksgiving Day and Mother and Father were coming soon to enjoy their little apartment with them for the day and celebrate the return of their good fortune. It was to be a real Thanksgiving feast. A real one, I say, even though it was not in a New England farmhouse but in a small apartment in the heart of a great city.

"Do you know, Martha," John spoke up looking gloatingly at a Brazil nut coming whole from the shell, "it seems to me marvelous that we can be so happy today, when I think of how hopeless everything seemed last spring and how utterly discouraged we were."

"Not entirely discouraged," interrupted Martha. "You know we were never that, John. Things did look black when you had been looking for work for months and we were down to the last of our savings. But we always had hope, you remember."

“Yes, we always had hope,” admitted John. “But I’ll have to confess now that once mine was almost gone. There was one thing that happened that seemed to buck me up and help me through. This Thanksgiving Day reminds me of it. Do you remember the night last winter when I went over to the library to read? I happened on to some accounts of the trials of the Pilgrims. I was feeling terribly low and despondent, and just then I read of them and their first winter after they landed at Plymouth. Why, what I was going through and what was making me feel so sorry for myself wasn’t a candle to the terrible things they had to stand that first winter. No warm place to live in, no decent food. Why, do you know, Martha, half of them died that winter. And here I still had a nice warm apartment and you. From that night on, Martha, things seemed to break right. I guess Americans now are something like the Pilgrims then. They had a hard job ahead of them breaking into a wilderness and making homes. We Americans have had a hard job before us trying to work things out so that every man would have a chance to do something that would make his home safe and secure. I think we’ve done it, Martha, and do you know, I think I’m just as thankful on this Thanksgiving Day as those Pilgrims were way back on the first Thanksgiving Day.”

“I know we are, dear,” and Martha’s eyes were dim as she seemed to breathe a silent little prayer of thankfulness. “Oh, there’s the bell. The folks are here. You go to the door.”

Practice 6—Dramatizing a Story

Here are some suggestions for dramatizing this story.

Scene I — Street scene in winter. John is making his way through the cold to the library.

Scene II — Reading room in public library. John is seated at table reading a book. Spirit of Pilgrims appears and tells him of their hardships at Plymouth.

Scene III — Dining room of apartment. John and Martha preparing the Thanksgiving celebration of the good times that have come back to them.

Practice 7 — Reading a Poem

[*Handbook, Section XI, Improving Your Speech*]

In choosing the person who will read poems on the program, consider each pupil's speech.

A POEM OF THANKSGIVING

For the hay and the corn and the wheat that is reaped,
For the labor well done, and the barns that are heaped,
For the sun and the dew and the sweet honey-comb,
For the rose and the song, and the harvest brought home —

Thanksgiving! Thanksgiving!

For the trade and the skill and the wealth in our land,
For the cunning and strength of the working man's hand,
For the good that our artists and poets have taught,
For the friendship that hope and affection have brought —

Thanksgiving! Thanksgiving!

For the homes that with purest affection are blest
For the season of plenty and well deserved rest,
For our country extending from sea to sea,
The land that is known as the "Land of the Free,"

Thanksgiving! Thanksgiving!

— ANONYMOUS

Practice 8 — Writing a Paragraph*

[*Handbook, Section X, The Paragraph*]

Each pupil can write a paragraph on "What I Am Thankful for in My Community." Collect copies of these paragraphs to make a "Special Thanksgiving Bulletin."

¹ Practices marked with an asterisk are to be done only if the pupils and the teachers choose to do them.



CHRISTMAS

How joyfully each boy and girl looks forward to Christmas! The giving and receiving of Christmas presents bring happiness to every member of the family. The tree is decorated, the house is decked with holly and mistletoe,

“And all the bells on earth shall ring
On Christmas day in the morning.”

Everyone in school feels the spirit of Christmas time, and on the last day of school before the holidays you will have your Christmas program. When your club discusses the plans for this program, use these suggestions:

1. Christmas carols, sung by the whole school, can be pantomimed — wise men, shepherds, etc. — according to the song.
2. Decorations, such as a tree, holly, and mistletoe, are important.
3. Write your invitations. You will want the rest of the school to know of your plan for a Christmas program. There will be some people you would especially like to have present; so special invitations should be sent to them.

Practice 9 — Planning a Pageant

Select the incidents from the Christmas story that can be pantomimed as the carols are sung. Decide which pupils will take the parts, what their costumes should be, and, if you have a platform or stage, what the stage properties (manger, straw, etc.) and the lighting should be.

Practice 10 — Writing Announcements and Invitations

[*Handbook, Section III, Letter-Writing, Invitations*]

Your announcement will of course be different from the sample given here. Make it plain and neat, so that the younger children can read it when it is posted on your bulletin board.

On Wednesday afternoon at 3 o'clock
the Sixth Grade will present
in the Auditorium
A CHRISTMAS PAGEANT
With carols sung by the
Sixth-Grade Chorus

Make a number of special invitation cards, decorate them with green holly leaves and red berries, and send them to people whom you especially want to have present.

THRIFT DAY — JANUARY 17

Benjamin Franklin, one of the greatest Americans, is always thought of when we consider the subject of thrift. Here are some proverbs taken from *Poor*

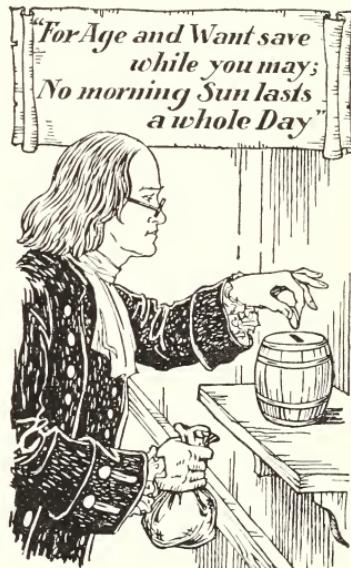
Richard's Almanac, written by Benjamin Franklin long before the Revolutionary War.

Light purse, heavy heart.
 Lying rides upon debt's back.
 Plow deep while sluggards sleep.
 A small leak will sink a large ship.
 It is hard for an empty bag to stand upright.
 Silks and satins put out the kitchen fire.

There were very few books in those days and no magazines, and the people read the *Almanac*, which was published once a year, with great interest. They were greatly influenced by Franklin's ideas about thrift, and some persons believe that the shrewdness of early Americans was due to this influence.

Franklin was a hard worker. "While others dawdled, he worked; while others wasted, he saved; while others idled, he read." In the earlier part of his life he was a printer and gained an enviable reputation for always doing his work well. He often worked late into the night in order that he might deliver in the morning some printing he had promised to his customer.

"Thrift" is not just the saving of money. According to Franklin, "thrift" means making the best use of one's time and of the money earned during that time. He believed in being economical, and in saving in order to be



protected in case of ill fortune. But he did not believe in miserliness, the accumulation of money just for the sake of having it. On the contrary, he believed in spending his earnings for those things in life which would bring the greatest satisfaction and happiness to him and to his fellow men.

Practice 11—Giving a Short Talk

[*Handbook, Section I, Using Book Tools*]

You will find in your library, either at home or at school, stories of the many wonderful things that Benjamin Franklin did. Select one of these stories and prepare from it a short talk that will interest your classmates. It may be that some members of the class will select stories that show what Franklin believed about thrift. These can be made part of a program on Thrift Day.

Practice 12—Writing a Paragraph

Here is a paragraph written by one sixth-grade pupil.

THRIFT

If Benjamin Franklin should visit our room I fear that he would find many ways in which we are not thrifty. To be thrifty does not mean to be stingy. It means to take good care of what we have and not to waste things. Do we take good care of the books we use so that they will not become torn and soiled? Do we use the paper in our tablets so that none is wasted? Are we careful not to break our crayons or drop our pens on the floor? I am sure that Mr. Franklin would find many ways in which we could be more thrifty.

A paragraph like this is called an *editorial* and is an expression of the opinion of the editor in regard to

some matter that concerns the readers of the paper. The practice of real thrift is important to every member of your class. Here are a few subjects that you can select from in writing an editorial on thrift.

1. The Meaning and Value of Thrift
2. Can We Be Generous and Thrifty at the Same Time?
3. What Benjamin Franklin Believed about Thrift
4. How Benjamin Franklin Was Thrifty

Select the best editorial written by the members of your class for the January issue of your class magazine.

*Practice 13—Preparing an Exhibit **

Prepare a Thrift Exhibit of material from newspaper and magazine editorial and advertising pages. Mount this material on paper of uniform size, and exhibit it on the walls of the schoolroom during Thrift Week. Together with this printed material, place short articles written by pupils. Here are some topics for these articles.

1. What I Plan to Do with the Money I Save
2. Why I Keep a Budget
3. What I Do with My Allowance
4. When I Made a Wise Purchase
5. When I Made an Unwise Purchase (see Franklin's "Too Much for a Whistle")

UNIT IV

THE CLASS MAGAZINE

Many sixth-grade classes write and print their own school papers or magazines. They publish original stories, poems and plays, news articles, and book reviews. They issue holiday editions, book-week numbers, and fire-prevention-week editions. Sometimes they exchange copies of their papers with schools in other cities, so that they can find out what good ideas other boys and girls have for making their papers interesting. Wouldn't you like to have a magazine of your own?

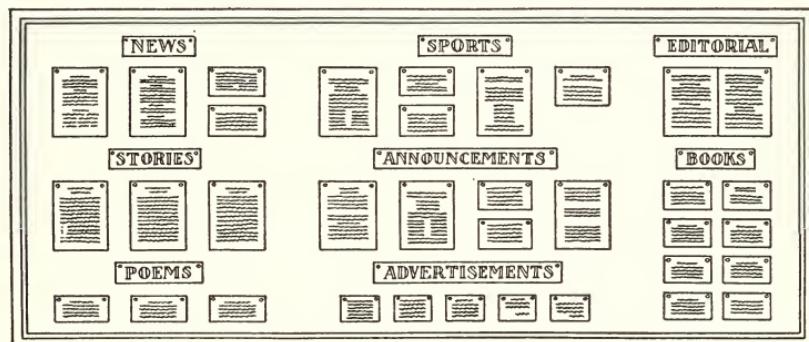
This may seem like a new idea and a big undertaking to you, but boys and girls have often been ambitious and original enough to make their own papers. Do you remember that Jo and her sisters in *Little Women* had a magazine? As long ago as 1864 there was a paper made by the children in the schools of Green Lake, Wisconsin. The paper was not printed, but was written in fine, neat handwriting. It had ten pages of interesting articles. Can you do as well as that class did seventy years ago?

PUBLICATION

To *publish* a book or paper is to make it possible for people to read it. Real newspapers and books are printed for publication. You can publish your magazine by posting the material on your bulletin board, or by pasting it in a scrapbook, or by typing it.

Sometimes one or two pupils in the class can use a typewriter and make the typed copy of your paper. There may be someone in your school who will type a "ditto" master copy or a mimeograph stencil from which many copies can be made. If each of you can have a copy of your paper, you will enjoy it thoroughly. Your parents will want to read it, too.

After you have decided how you will publish your magazine, you can make your other plans.



Practice 1 — Making Plans

You have many questions to discuss and many plans to make if you want your magazine to be a success. Some questions to discuss are:

How often will the paper be issued?

What sections will you have in your magazine?

Who will be responsible for different parts of the work?

What will be the title of your paper?

If there is any cost, how will you pay for your magazine? (There will probably not be any cost unless you want to make copies for your friends and parents.)

In handling your discussions, let everyone express his opinions; then settle your problems as quickly as you can. Keep in mind the following standards.

Standards for Group Discussion

1. Were you prepared for the discussion?
2. Did you keep to the subject?
3. Did everyone have a chance to take part?
4. Was everyone fair and courteous in considering the views of others?
5. Did you get somewhere with the discussion; that is, can you sum up in a few sentences some ideas on the problem upon which you would be willing to agree?

YOUR STAFF AND THEIR WORK

The staff of your paper is the group of persons who have charge of the different sections and who are responsible for carrying on the work. Choose the members of your staff after deciding which of the following you will need:

Editor-in-chief	News reporters
Assistant editor	Book reviewers
Story editors	Poetry editor
Sports writers	Health-section editor
Hobby director	Business manager
Theater reporter	Special-feature writer
Radio editor	Proof-readers
Citizenship editor	Society editor

The Editor-in-Chief

Your editor-in-chief should have opinions of his own, but be reasonable and fair with others. He should be able to express his ideas without making others angry. Of course, you will want him to be able to write clearly

and correctly, because he must set a good example for other staff members to follow.

The editor approves the selection of articles by the editors of the various sections. He will need to consider: (a) the space that may be given to each section, (b) the standards of appearance and correctness that he will expect of contributors, and (c) the arrangement of the parts of the magazine.

If possible, arrange to give some space to every pupil in the class. If only a few people contribute to a paper, the class will not enjoy it.

Editors also give talks to the entire class about the paper and about what is needed from contributors.

Practice 2 — Writing an Editorial

Suggest a number of happenings about the school that will make good editorials. After making a list, like the one below, ask everyone who is interested to take part in a ten-minute practice test in editorial-writing. Select those with the fairest points of view and the most convincing statements.

Applause during assembly programs	Care of library books
Tardiness	Using the school telephone

Accidents on the playground

The *editorial* is the one place in the magazine where opinions may be expressed. In writing news, the reporter may tell only what has happened, not what he thinks about what has happened.

Writers of stories do not usually try to teach the readers anything or to prove anything. They tell an interesting story for its own sake. In an editorial,

though, you may write what you believe, and you may try to make others think as you do.

Practice 3 — Criticizing an Editorial

Discuss the editorial below. In deciding whether it is a good editorial or not, think how it would affect you as a reader.

OUR HONOR ROLL

The committee in charge of the honor roll is puzzled about the fairness of naming pupils to the roll just because they have high grades. We know that some boys and girls work just for A's and that they are not satisfied unless they get higher marks than all the other children in the class. Other boys and girls may not always have such high grades, but they are good students and good friends because they do not always have to win to be happy. We suggest that you tell us how you would like to have the honor roll chosen. Write the editor a letter. We will print the best letters in the contributors' column. — THE EDITOR

The Book Editor

The book editor should be someone who enjoys books and who has read many of them. He will have to judge whether a book is worth while or not. Reviews are meant to be bait to encourage people to read. The editor should have high standards, or he will not be able to influence other boys and girls to read the best books.

The book editor should keep in mind these suggestions:

The newest books in the school library should be reviewed, so that other children will be interested in them.

The books could be arranged in groups: animal books,

adventure stories, western stories, stories of castle days. The most interesting story of each kind could be reported.

Reports on the last books that they have read could be called for from all the boys and girls in the class. The most popular books could then be listed.

Practice 4 — Criticizing Book Reviews

These two reviews were written by sixth-grade pupils.
Do they make you want to read the books?

1

DAWGS

(Stories Collected by Charles Wright Grey)

Dawgs is a collection of fifteen interesting stories about them. It is dedicated to Albert Payson Terhune, a great lover of dogs. One of his stories is in the book. All the stories were interesting but to me some of them were much better than others. One of them is very interesting and funny. It is called, "Memoirs of a Yellow Dog." It tells the troubles of a dog. It is done in such a funny way that I like it very much. — MARGARET

2

THE BIOGRAPHY OF A SILVER FOX

This book tells of the haunts and habits of a silver fox. It tells of his life from a small cub until he is a full grown silver fox. It tells of his many exciting experiences, including being chased by packs of dogs and being hunted by men with guns. The reader sees the hunt from the fox's side. He sees how unfair it is at times for the fox. This book was written by Ernest Thompson Seton. — REGINALD

Practice 5 — Writing Book Reviews

Choose your favorite book for reviewing. The title of the book and the author's name should be given

exactly. Try to make others want to read the book. The best of these reviews can be saved for the first issue of your paper.

Some of these books would be good ones to review:

The Trumpeter of Krakow

Robin Hood

Hitty, Her First Hundred Years

Pinocchio

Adventures of Dr. Doolittle

Clear Track Ahead

The News Reporters

Your news reporters should be wide-awake boys and girls who will be able to pick out the happenings that readers will find interesting. They will need to write brief, clear stories of what happens.

What is *news*? The happening that everyone asks about and talks about is *news*. A geography lesson that comes every day is not news, but a program in the auditorium for Book Week may be news. Your attendance at school every day is not news, but a visit from a famous aviator who comes to talk to the children may be news. Your first problem is to choose what news to report.

News reporters should know their A B C's. In the newspaper world, that means that they should learn to be *accurate, brief, and clear*. It is important that news be exact and true. Newspapers that are not careful about the accuracy of their news are severely criticized. Have you ever seen news reports that you knew were not true? How do you feel about a paper that prints false reports?

In the first paragraph of a news item all the important facts should be given — "the five W's," as reporters call them. That means *who, what, when, where, and why*.

Practice 6 — Criticizing News Stories

Do the articles below meet the standard of the five W's?

1**BIRD BANDING**

On Friday, May 8, the sixth grades were invited to Miss May's room to hear a talk by a bird bander whose name was Robert Halin. He told us many interesting things. He said: "If you should find a dead bird and it is banded, take off the band and send it to Washington, D. C." He showed us some bands which he had taken from birds. The numbers are on the bands so that a record of each bird can be made. — RUTH

2**JUNIOR CIVICS LEAGUE**

The Junior Civics League met on Friday, February 27, in the Randall Auditorium.

The boys and girls of the sixth A-1 provided the program on famous Americans.

The first on the program was Edwin Thistle. He told of Edward Rickenbacker. Next, Junior Weaver told of Ernest Thompson Seton. Elenor Graves told of Henry Ford. Then Myralyn Ross told of Luther Burbank. Last of all Phyllis Camp told of Jane Addams.

Each boy or girl told of the person whom he studied and what he did for the world. The meeting was adjourned till March 6. — RUTH

Practice 7 — Improving a News Report

[*Handbook, Section V, Vocabulary*]

You should always think of the place, the readers, and the audience when you choose your words. Your conversation with your classmates may be very different

from your language when you are making a report or writing an article for your paper.

Here is the report of a baseball game that one boy made to another who had not seen the game. Change the language so that it will be suitable for a report in the school newspaper. The underlined expressions will need changing.

Randall walked away with Dudgeon School in the baseball game Tuesday. We played at Vilas Park. Dudgeon



got first bat and made four runs. Things were pretty even until the last half of the fourth inning, when Randall made an upset, scoring 17 runs. That gave us 29 to their 6. With that much of a lead Randall seemed to get all the breaks and the game ended 35 to 7. I am glad we whipped them because it was our first game and it will pep the team up.

Practice 8 — Writing a News Story

Each of you may try writing a news story. Be reporters for one day. Find some news about the school and try to write it up in five sentences. Set a *dead line*, or final time, when the news stories must be ready.

Read them to the class. Do they contain news that

will be interesting to readers? Do they have the five W's and the A B C's?

Would these happenings be news?

The fifth-grade story hour

An exhibit of hobbies and collections

New books in the library

A talk by a mother who has just returned from France

The Copy Reader

In a typical newspaper office the material submitted by the news reporters is read, corrected, and adjusted in length by men known as *copy readers*. These men also have the important job of writing headlines for the news reports.

As you glance over a newspaper, you read these titles, headlines, or headings of articles. If a certain headline interests you, you read on through the news report itself. You can see how important the headings are. If they sound dull, no one will read your paper. Headlines, like advertising signboards, should arouse your curiosity and make you want to know more about the thing they represent. They should feature the main idea of the article. Here are four headings used in one school paper. Can you judge from the headings what the four articles were about?

Two Emerson Teams Win
Second-Grade Grocery Store

Poster Contest
A Girl-Scout Hike

Practice 9 — Writing Headlines

To write headlines, select the main idea in the article. Put it into as few words as possible. Write headings for the two articles that follow:

1

The fourth-grade pupils have been making dyes. Since studying about people in Arabia, who color yarns for rugs with homemade dyes, they have been experimenting with dyes. They have made dye by boiling barks of trees, berries, vegetables, and nuts. Into these dyes, small pieces of cloth were dipped. They have made beet, berry, onion, butter-nut, hazelnut, and walnut dyes. One boy was sure that a tomato would make a brilliant color because it was such a bright red. He found out that it would not color at all.

2

In their study of the post office the second grade learned that every postman has to take a civil service examination. The children have taken their own civil service examination. It consists of being able to read the names of all the pupils in the room and to deliver each name card to the right child. The ones who do it best will be postmasters.

The Story Editor

This editor will encourage the class to write original stories. He will select the best ones for the magazine.

Some of your own experiences will make good stories. Just write in interesting fashion things that actually happened to you.

Practice 10 — Criticizing Stories

Read these two stories and answer these questions:
(1) Are the stories interesting? (2) Are they told clearly? (3) Are the words unusual and well-chosen for the ideas? (Prove this last point by giving some of the good words used.)

1

THE PATENT WORMER

It had been a hot week. Jack and Bill were going fishing. The ground was dry, and they were dripping with sweat by the time they had obtained their first good-sized worm. Just then I came along with a fishing pole and a can full of worms.

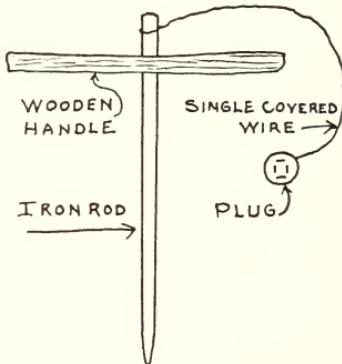
"Gee whiz!" they exclaimed as they peered into my can and saw all the worms. "Where did you get them all? We're just about dead tired and we only have one or two good ones."

"Oh, I got mine from my patent wormer. It never fails to get me some if there are any in the vicinity. Get me a piece of paper, a pencil, and a ruler, and I will draw you a plan of it. Then you can make one for yourself. A friend of my father showed it to me."

They brought me the things I had asked for and this is what I drew.

"When you get it made, wet the earth in some spot and push the iron rod into the ground. Then put the plug in the socket and turn on the current. Of course, you must not touch the rod while the current is on or you will be burned or shocked. Watch the ground around the wormer carefully and you will see the worms coming up. Well, so long, fellows. I'll see you later."

If you don't believe this story, try making the "wormer" yourself. I have tried and it works. — JEROME



2

HOW THE GIRAFFE GOT HIS LONG NECK AND LONG LEGS

Many long years ago the giraffe looked just like a mule. He lived in the desert and was very lazy. Chando, the

famous magician, hated to see animals lazy. He told the giraffe that if he didn't work, something would happen to him. Chando put weights on the giraffe's legs. When he stood up, his legs stretched, because they were soft from no work. The next day Chando said: "If you still insist on not working, I will make you look more awkward." Tying ropes around his neck, he forced him to walk. This soon stretched the giraffe's neck and made it feel sore. He then said to Chando: "I will do anything if you only will stop stretching my neck." Chando stopped, but the giraffe's neck was already long, and it could not change. He now had to be satisfied with his long neck and legs. — JAMES V.

Are these stories interesting? Are they clearly told? Do you like especially any words that Jerome and James used?

*Practice 11 — Writing Original Stories**

Many of you will remember amusing actions of your dogs or other pets. They can be put into stories. You can write a group of amusing stories on topics like these:

- How the Leopard Came to Have Spots
- Why the Kangaroo Can Jump So Far
- Why the Porcupine Has Quills
- Why the Beaver Builds Dams

Your geography and history studies are full of ideas for stories. Imagine a knight of old England coming to life in America today. You may write imaginary travel stories of foreign lands.

If you keep a notebook in which you write story ideas as they come to you, you will have plenty of material when you are ready to write. Use the following chart in criticizing what you have written.

A Self-Criticism Chart for Writing a Story

1. Do I choose an interesting happening for a story?
2. Do I begin with an exciting part of my story?
3. Do I tell my story clearly?
4. Do I put in interesting details, so that my story picture is complete?
5. Do I choose a variety of apt and colorful words?

Practice 12 — Writing a Description

In writing stories, try to give complete word pictures to your readers. If enough details are not given, the picture is like an unfinished pencil sketch. Do not leave too much to your reader's imagination. Make your story a moving picture of what happens.

Fill out the word pictures suggested below by putting in the details that would make a complete story of what happened. Then read your finished paragraphs to each other for criticism.

1. Ray carried the ball across the line for a touchdown, the goal kick was made, and the score was tied.
2. While their mother was away, the girls made preparations for the party.
3. She was a tall, thin girl with a frightened look.

The Radio Editor

The editor of this section should be one who will listen to different programs and review them as books are reviewed. Good judgment is important here, too.

This editor will need to be a good writer, because he



may wish to send a message of approval or of criticism to those in charge of radio programs.

The Poetry Editor

Your poetry editor should be someone who enjoys poetry and is able to read it well. He can have a *Poets' Corner* where he prints poems written by the pupils. Do you like this poem that was written for a class magazine?

WISHES OF A SIX-YEAR-OLD BOY

I wish, I wish, I wish, I wish!
A hundred things or more;
I wish I had an auto,
That could run upon the floor;
I wish I had an aeroplane,
To take you riding in;
I wish I had a bunny,
That could close his eyes and grin.
I want a 'lectric train,
One that really truly goes;
And not quite so many hankies,
Upon which to blow my nose;
I want a great big popgun,
That shoots, and shoots, and shoots,
And I really need a pair of
Great big rubber boots.
I've got to have a jackknife

That's sharp enough to cut,
And I would have a billy goat
If I thought he wouldn't butt.
There's so many, many wishes
A thousand more than one.
So let's go out and play a bit,
And have a little fun.

— MARGARET B., Age 11

The Proof-Readers

The work of this department is very important. Readers do not like to see misspelled words or wrong punctuation in a paper. Those mistakes are like muddy footprints on a lovely rug. They spoil the beauty. The important qualities in a good proof-reader are: (1) knowledge of spelling, punctuation, capitalization, and good sentences, and (2) habits of careful work.

Practice 13 — Proof-Reading

[*Handbook, Sections VI, Capitalization, and VII, Punctuation*]

The test below will show you who is best fitted for this work on your staff. There are ten mistakes in capitals, spelling, or punctuation in the article below. See who can be the first to find them all.

A PIONEER STUDY

The Second grades in our school have been interested in pioneer life since they learned that Abraham Lincoln was a pioneer. They have built a pioneer village in the corner of the room. One boy modeled some oxen of clay. They are hitched to a covered wagon in the village. Some Indians lurk behind the evergreen trees in the distance awaiting their opportunity to attack the stockade.

The class has also made a moving picture show of scenes from pioneer days the pictures which the children drew were

mounted on yards of cloth and made into a reel of moving pictures. Another group of Children made the Theater with its red silk curtains. The front of the theater is painted in harmonizing colors?

They entertained Miss Mallins class one day at a performance because that class was studying pioneer life also, only more thoroughly.

Other Staff Members

What would be the abilities of a good story or poetry editor, a sports writer, a hobby director, and a special-feature writer? Will you need other staff members that have not been mentioned?

To which staff worker would you assign each of these eight jobs?

1. Visit each room in your school and write up interesting happenings.
2. Make a list of rules for playground safety.
3. Report on assembly programs.
4. Report the number of visitors in the school and the names of some of them.
5. Post an announcement of the date when the paper will be issued.
6. Review any good motion picture for children.
7. Write up the schedule of basketball games that the sixth grade will play.
8. Announce an exhibit of model airplanes, or collections of stamps, pictures, or soap carvings.

IMPROVING YOUR PAPER

Examine each issue of your paper as it comes out and discuss ways in which it can be improved. If your stories come in poorly arranged or untidy, if sentences are not clear, use the Handbook. The Table of Contents will guide you.

UNIT V

THE NIGHT SKY

Long ago, before people lived in towns and cities, there was a race of people called the Chaldeans. These people were shepherds, and when they were out on the hills with their sheep, they had to sit up all through the night guarding their flocks from the prowling wolves. The Chaldean shepherds were no doubt very lonely during these long night watches on the hills, for they had no lamps to light the darkness. Even if they had had lamps, they would not have been able to do much to help their loneliness, for they did not know how to read or write.

There was one thing, however, which the shepherds enjoyed doing during the nights of watching. They liked to look at the stars. They imagined quaint figures or pictures among the stars, just as we see pictures in the clouds or faces in the red-hot coals of a fire. They gave names to these imagined star figures and some of these names have remained even to the present time. After naming the figures, they made up stories or legends about them that were handed down from one generation to the next.

Since the ancient times, men have studied the stars. With the help of the telescope, they are now able to see many more stars. They have learned also to measure the immense spaces between the stars, and by watching them, have made a record of their changing positions

from season to season. They have noted when certain stars disappeared and then appeared again.

Thus down through the years men have learned more and more about the stars. As they have come to know more, their ideas about the mystery of the skies have changed. But still we enjoy hearing the star names and the legends told by the ancient people.

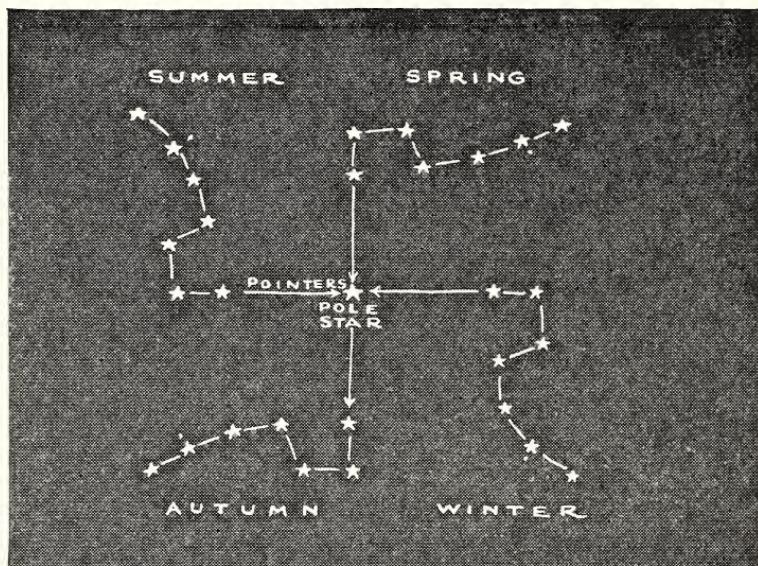


FIGURE I.—THE POLE STAR AND THE GREAT DIPPER,
OR THE GREAT BEAR (URSA MAJOR), IN
THE FOUR SEASONS OF THE YEAR

Now when we look up into the sky on a clear night, we realize that we are seeing there the same stars and moon that the Chaldean shepherds gazed upon thousands of years ago. Since that time, the earth and its people have changed in many ways, but the sky has remained the same.

If you know about the stars — their names, the

myths and lore of the ancient men, the stories of truths discovered about them, and of the men who made the discoveries — this knowledge will make you a good companion on a night journey. The purpose of this unit is to make you such a companion, so that, as you ride along in the night and watch the changing sky above, you will understand it, will obtain many meanings from it, and share them with your fellow travelers.

Practice 1 — Reporting an Observation

If you will go out of doors some fine, clear night and look toward the north, you will see seven bright stars that form a long-handled dipper as pictured in Figure I. The two stars that make up the side of the dipper opposite the handle, are called the "pointers" because, as you see, no matter what the season or the position of the dipper, they point to the Pole Star or, as it is sometimes called, the "North Star." Write a paragraph telling about your discovery of this constellation in the night sky.

Practice 2 — Writing a Descriptive Paragraph

[*Handbook, Section X, The Paragraph*]

It will be interesting to locate in the sky one of the star figures that the Chaldean shepherds gazed upon and named. If you look toward the south on a clear winter night, you will see Orion, made up of stars as shown in Figure II. Orion was supposed to be a mighty hunter, but he did some wicked deed and the gods put him in the sky to be a warning to men for all time.

If you are looking at the night sky in April or May, you can find a star called Arcturus, which, as you see in Figure III, is in line with the last two stars of the

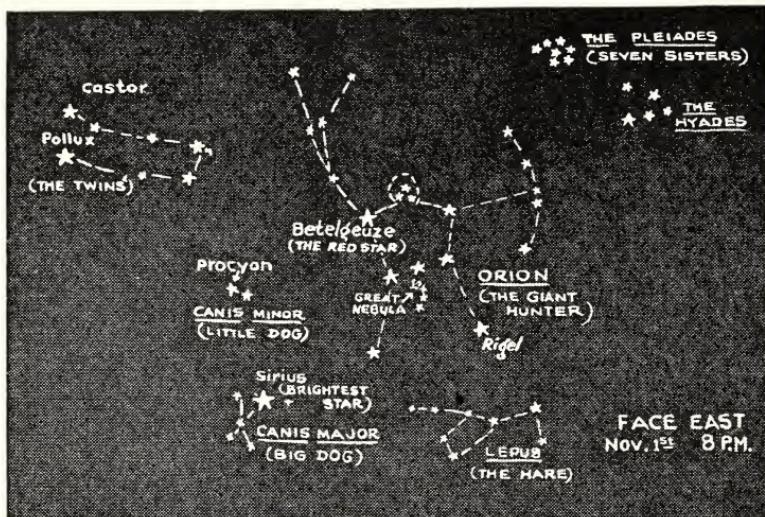


FIGURE II.—ORION, THE HUNTER, AND HIS
TWO DOGS, IN THE WINTER SKY

handle of the Great Dipper. Arcturus is of a decidedly golden color, and is one of the most beautiful stars. Above Arcturus you will see five stars, looking somewhat like a kite, with Arcturus for the tail. These form the constellation of Boötes,¹ which is a Greek word meaning “Ox-Driver.”

Boötes was robbed of all his goods, so the story says. After many hardships and wanderings, he invented a plough drawn by two oxen. With this he tilled the land and made his living. His mother was so pleased with him for inventing this plough and for working the land that she placed him in the sky, together with the plough. When you look on the stars of Boötes in the heavens you may see the plough near by.

When you have seen one of these constellations in the night sky, write a paragraph describing it. You

¹ Pronounced bō-ō'tēz.

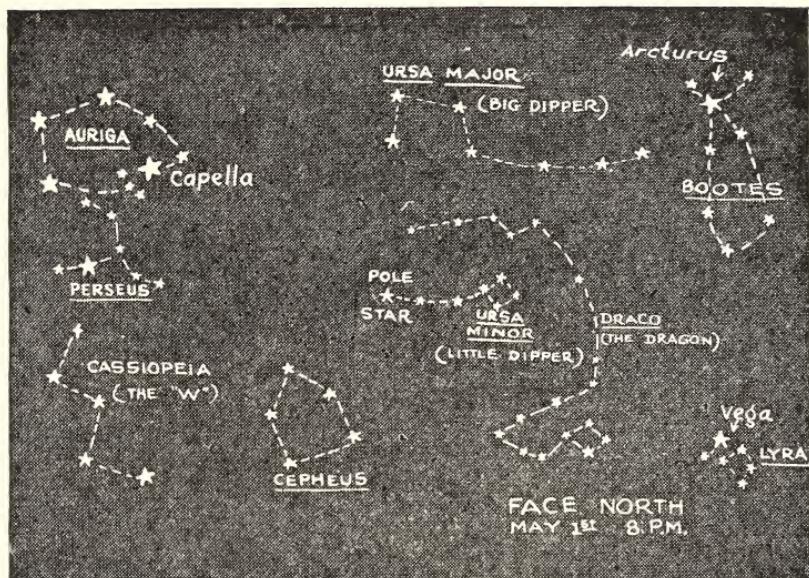


FIGURE III.—BOÖTES AND OTHER CONSTELLATIONS IN THE SPRING SKY

may find it helpful to draw a diagram to make your description clearer.

Practice 3—Planning and Organizing

With this start in your observation and study of the night sky, you will do well to plan and organize the work so that committees of your class can make reports on different parts of the study of the sky.

Make a list of all the books, magazine articles, and special stories in your readers that tell about the moon and stars. The Handbook tells you how to make out a bibliography. Here are some topics that suggest how the work may be divided:

1. Long-ago ideas about the stars
2. The great discoverers

3. The relation of stars and planets to the sun
4. Sizes and distances of best known stars
5. Recognizing principal constellations
6. Meteors and comets
7. A visit to an observatory
8. Reporting on observation of the evening sky
9. Stereoptican slides and films
10. Reading myths and poetry of the night sky

Practice 4 — Making Oral Reports

The topics just suggested are only a few of the many that can be reported upon to the class. If you are interested in the topic you choose, you will stand a good chance of making it interesting to your fellow pupils when you report to them. First you will want to obtain the information necessary for a good report. Where you obtain this will depend upon the topic you have selected. If it is the story of how the Dog Star got its name, or who invented the first telescope, or how far from the earth the moon and the most commonly known stars are — if your topic is similar to one of these, you will probably get most of your material from books in the library or from reference books you may have in the schoolroom. If your topic is how the stars appeared in the sky last night or the account of a visit to an observatory, you will not need to do any special reading. Organize your report, decide whether you can use to good effect a blackboard diagram or pictures, how you will start your report to get the pupils' attention and interest, how you will carry it along, and how you will finish it. Remember that your report will interest your listeners only if it tells them something they do not know.

Practice 5 — Using the Library

[*Handbook, Section I, Using Book Tools*]

Here is a good test of your ability to use your library. If the library is cataloged in the usual way, how will you locate your material? To hunt for your own material in a library is really great sport. Sometimes you will find easily just what you want. At other times it will take a bit of searching. Material on this subject is classified under "Astronomy," and on the shelves of a library using standard classification will be found in the numbers from 520 to 529.

Practice 6 — Using the Dictionary

When you wish to tell someone of your impressions of the night sky and your observation of certain things happening in it, it is important that you have the words that tell exactly what you have in mind. Here are some words that you may use in a report on the stars:

altitude	galaxy	revolve
astronomy	gravity	rotate
atmosphere	horizon	satellite
axis	lunar	solar
circumference	magnitude	sphere
comet	meteor	stellar
constellation	nebula	telescope
corona	observatory	terrestrial
crater	orbit	theory
diameter	phase	universe
eclipse	planet	names of planets
exert	planetarium	names of constellations

Select from this list the words you do not know. Look up the meanings of these words in your dictionary.

Be sure to take from the dictionary the meaning that you and your classmates understand. It is useless to obtain a definition of a strange word if you are not able to get real meaning from the definition.

Practice 7 — Writing Myths

Since the earliest times the sky has aroused the imagination of men. Among primitive peoples this takes the form of stories or myths in regard to how the various stars came to be in the sky. Here is a star myth from an American Indian tribe.

THE MILKY WAY

Some Indians had a corn mill in which they pounded corn into meal. On several mornings, when they came to empty



it, they noticed that some of the meal had been stolen. They examined the ground and found the tracks of a dog. The next night they watched, and when the great dog came from the North and began to eat the meal, they sprang out from their place of hiding and beat him. He ran off into the sky howling, the meal dropping from his mouth as he ran, and leaving a white trail where we now see the Milky Way. This the Indians call by a name mean-

ing "Where the dog ran." — CHEROKEE TALE

Possibly you can imagine a story of your own about the constellations that you see in the sky. A special

number of your class magazine could print the best original star-myths written by your class.

Here is a story about the clouds written by a sixth-grade pupil:

WHY DO THE CLOUDS MOVE?

"I wonder," said one of the Merry Little Breezes, "I wonder why the clouds move."

"Let us go down and ask Grandfather Frog," exclaimed another. "He knows so very much, he must know that. Come, let us hurry."

"Here we are at the pond. I shall ask him," said the oldest Merry Breeze. "Grandfather Frog, will you tell us the story of why the clouds move?"

"Chugarumm! Of course, of course," replied Grandfather Frog.

"Once upon a time when the world was young the clouds were stationary. One fine day just after a storm the clouds were resting. All of a sudden a bright light shone upon them.

"'Oh!' exclaimed the littlest cloud, who was very much afraid of the sun. 'Oh! we must hide, but there is no place to hide. What shall we do?'

"Now I must tell you that these clouds were very good friends of Father North Wind. He was whistling by just then.

"All the clouds began to cry out, 'Father North Wind! Father North Wind! Help us, please! The sun is chasing us. Blow us along quick!'

"'I will help you,' roared the North Wind.

"Then he blew and blew. He blew the clouds so fast that they could never stop. So to this day the clouds move."

"Thank you, thank you, Grandfather Frog," laughed the Merry Little Breezes as they blew gently away. — JEAN

Practice 8 — Writing Poetry

The natural response of some men to the wonders of the heavens has been in poetry. The rhythm and the sound of the poetry help to express our feeling in regard to the mystery of the universe and the immense space into which we look as we watch the stars. These poems may be humorous as well as serious. An example of each type is given.

STARS

Alone in the night
On a dark hill
With pines around me
Spicy and still,

And a heaven full of stars
Over my head
White and topaz
And misty red;

Myriads with beating
Hearts of fire
That æons
Cannot vex or tire;

Up the dome of heaven
Like a great hill
I watch them marching
Stately and still,

And I know that I
Am honored to be
Witness
Of so much majesty.

— SARA TEASDALE

THE MOON'S THE NORTH WIND'S COOKY

The Moon's the North Wind's cooky.

He bites it, day by day;
Until there's but a rim of scraps
That crumble all away.

The South Wind is a baker.

He kneads clouds in his den,
And bakes a crisp new moon *that . . . greedy*
North . . . Wind . . . eats . . . again!

— VACHEL LINDSAY

Possibly some of the members of your class can write a poem on the moon, the stars, or some other subject related to the night sky. A number of your class magazine could feature your best poems. Here are two poems written by children:

STARS

They say those trembling stars
Which blaze so furiously,
Are planets whirled by the sun
Into the sky's immensity.

And yet, I know they are links
Wrought by a teasing fay,
To chain the sulking Night
Behind the gentle Day.

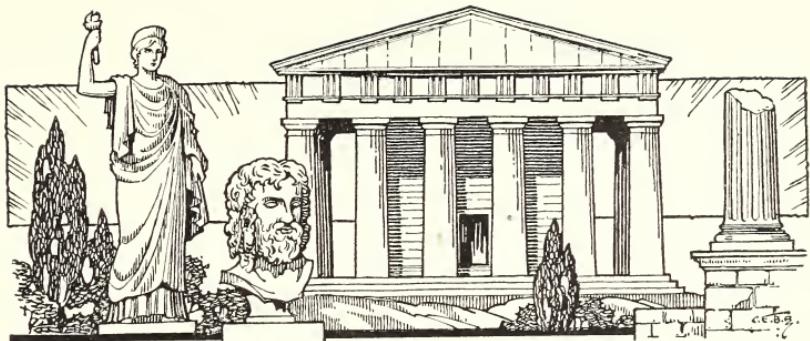
— DOROTHY EMERSON

THE MOON

The moon is a hunchback
Who carries a load of silver
On his crooked back,

A pack of silver moonbeams
On his back.
At times it grows so heavy
That I tremble lest
It fall in my lap.

— VIRGINIA MISHNUN



UNIT VI

GIFTS FROM THE ANCIENT WORLD

Suppose you should receive today a package from someone far off whom you have never even met. When you open the package you find that it contains many presents. Many of the gifts are very beautiful. Some are useful, while others are just for you to enjoy. Wouldn't you be glad to get such a package! And wouldn't you feel grateful to the person who had sent it to you!

The great nations of the past have given us who live today many valuable presents. We are not always grateful, because oftentimes we do not recognize these gifts. They may be all about us and still we do not know that they have come to us from another nation.

Of all the great nations of the past, the ancient Greeks have passed down to us the most wonderful and beautiful gifts. All around us we find echoes of the lives of the Greeks who were cultured, educated people thousands of years ago.

Olympic Games. In the summer of 1932, at Los Angeles, people from all over the world took part in the Olympic

Games. The history of these games goes back to the time when Greek boys ran in the races to honor the gods they thought lived on Mount Olympus.

Architecture. If you have been in Washington, D. C., you have seen beautiful buildings in the Greek style of architecture. The Lincoln Memorial is one of the simplest and finest of them. You may even have some public building or church in your city that is built in the style of the early Greek buildings.

Government. Even our government shows some of the Greek ideas of the way laws should be made. We speak of our *democracy*. It was the Greeks who first gave the people the power to rule themselves and taught them to desire freedom of thought and action.

Myths and Stories. As you look up at the stars at night you recall stories of Orion,¹ of the Great Bear and the Little Bear, and of the Pleiades.² Did you know that those stories were told in Greek homes long ago? Many of them were told to explain certain puzzling things in nature. The story of Phaëthon³ and the chariot explains the change of seasons. Jason and the Golden Fleece is a sun myth. The golden fleece is the sun that all men seek because of its value to plants and to people.

Theater. You go to the theater, but you probably do not know that even the beginnings of that interesting part of our modern life we owe to the Greeks. Like the games, the theater in Greece was a place for honoring and worshipping the gods.

Sculpture. You must have seen pictures, or copies of statues, of Athena,⁴ the Greek goddess of war, or of Hermes,⁵ the messenger god. Some of the early sculpture of the Greeks has been found and copied many times because of its rare beauty.

¹ Pronounced ō rī'ōn.

⁴ Pronounced à thē'nä.

² Pronounced plē'yā dēz.

⁵ Pronounced hûr'mēz.

³ Pronounced fa'ē thōn.

Language. Some of the very words you use, you owe partly to the Greeks. You talk about a *comedy* in the motion pictures, or you speak of an *echo*. Both of those words have come to you from the Greek. The word *comedy* comes from the Greek word for a gay procession. The word *echo* comes from the name of the wood nymph, *Echo*.

Practice 1 — Giving an Oral Summary

Tell in four or five sentences some of the things we have inherited from the Greeks. You can use in your summary not only the points that you have read here but any other ideas that you have about what the Greeks left for us. Every sentence of a summary should add a new thought.

FINDING AND RECORDING INFORMATION

If what one small country did so long ago has lived all this time and influenced the whole world, wouldn't it be interesting to learn more about the life of the people there? Where would you go for information? Section I on "Using Book Tools" will help you.

As key words you can use not only *Greece* and *Greeks*, but *Olympic games*, *theater*, *architecture*, and *myths*. Perhaps you can add other words. History books, encyclopedias, and stories of Greek myths will all be useful to you.

In order to give the class the benefit of your study, you should make a bibliography card for every book in which you find information.

Practice 2 — Making a Class Bibliography

[*Handbook, Section I, Using Book Tools*]

From your reading you can make a class bibliography. As you looked through the books, you skimmed the

reading so that you would know what you would like to read more thoroughly later. List all the books that you found. Later you can mark certain references that are most valuable, or you can organize them according to topics.

The sample class bibliography that follows is arranged alphabetically, according to the last name of the author. That is the way the books will be found on the library shelf.

CLASS BIBLIOGRAPHY

Best, Susie M., *Glorious Greece and Imperial Rome*
Burnham, Smith, *Our Beginnings in Europe and America*,
pp. 62–67, 70 (sculpture and buildings)
Church, *Odyssey for Boys and Girls* (hero stories)
Clark and Gordy, *The Early Story of Mankind*, pp. 1–18
(hero tales)
Halleck and Frantz, *Our Nation's Heritage*
Kingsley, C., *Greek Heroes*
Nida, William, *The Dawn of American History*, pp. 56–67
(famous men of Greece)
Renick, Dorothy, *Star Myths from Many Lands*, pp. 1–5,
151–179, 193–204 (myths)
West and West, *The New World's Foundations in the Old*,
pp. 60–69 (buildings and learning)
Wickham and Phillips, *America's Heritage from the Long Ago*, pp. 131–136 (homes and clothing), 136–142 (amusements)

OUTLINES

To guide your study so that you will be able to summarize what you have read, you will need to make an outline. This can be a class project. It is better to make your outline after you have made your bibliog-

raphy, because then you will have some idea of the information that you can find on the Greeks.

Practice 3 — Making an Outline

The two outlines below may suggest ideas to you. You may make your outline different from either. We have left the subtopics for you to suggest.

1

WHAT WE OWE TO THE GREEKS

- I. Our ideas of recreation
- II. Our ideas of government
- III. Our language and our literature
- IV. Our ideas of beauty in buildings

2

GREEK LIFE

- I. Home life
- II. Government
- III. Religion
- IV. Differences between cities

PLANNING THE WORK

Divide your class into three or four committees according to the topics of your outline. Appoint a good chairman who takes responsibility and who can keep the members of his committee working happily. The chairman will plan the work with the committee and will see that each person has a definite part of the work to do. Some of you will find one topic more interesting to study thoroughly than another.

For example, one committee had for its topic "The Religion of the Greeks." The chairman made the following

plan for the work of his committee: (a) The chairman was to select a bibliography on this topic from the class bibliography; (b) three committee members were to collect pictures of Greek temples and statues of gods; (c) three other committee members were to find myths about the gods and prepare them for a story hour; (d) all the committee members were to read the references that the chairman found.

They planned a committee discussion on the question: "Why did the Greeks believe in many gods?"



The chairman made the final report for the committee. The other members showed their pictures at the right time, and the members who had collected myths told nature stories about Echo, Narcissus, and Arachne¹.

Practice 4 — Reporting to the Class

[*Handbook, Section II, Preparing and Giving Reports*]

It is well to prepare your report and rehearse it to your teacher before the day when you are to give it to the class. That will give you confidence that you are well prepared. Check yourself by the following chart:

¹ Pronounced *ärăk'né*.

Self-Criticism Chart for Oral Reports

1. Do I have my main points well in mind?
2. Do I have brief notes?
3. Have I selected important things to tell?
4. Do I have order in the way in which I plan to give my report?
5. Have I illustrations or examples with which to make the report interesting?

As an example of the last point, one chairman reported as follows:

"The climate of Greece had something to do with the way in which their temples were built and with their religion. These pictures will show you how open the temples were. The theater, you see, had no roof. In the pleasant, sunny climate of Greece the buildings could be open to the air and the sun. The principal god of the Greeks was Zeus,¹ the sun god. There was no god of storms and cold like Odin,² the god of the Norsemen."

If you have trouble keeping to the point, work out the practice exercises in Section X of the Handbook, on "The Paragraph."

For your *summaries* and *discussions*, use this book, finding the information that you need by the use of the contents page and index.

STORY HOUR

This is a list of good stories of Greece for your story hour. You can find them in many readers and in such

¹ Pronounced zūs.

² Pronounced o'din.

books as those given in the Class Bibliography, earlier in this unit. You may look up for yourself the pronunciation of some of the Greek names on this page.

Baucis and Philemon	Proserpina
Theseus and the Minotaur	How Demosthenes Learned to Speak
Pandora	
Pheidippides and the Battle of Marathon	The Spartan Boy and the Fox

Self-Criticism Chart for Story-Telling

1. Do I have the main events of the story clearly in mind?
2. Can I tell the events in the right order?
3. Can I make each sentence give a new idea so that the story moves along?
4. Can I make the characters seem alive and real?
5. Can I close the story promptly and interestingly?

Practice 5 — Cutting a Story

Sometimes you need to leave out parts of a story because it would be too long to tell. Select a part that is complete in itself. If you were telling parts of the Story of Troy, you might choose one of these events:

The Golden Apple at the Gods' Banquet	The Wooden Horse
The Battle between Achilles and Hector	Ulysses and Polyphemus, the Cyclops Penelope and Her Weaving

ORIGINAL MYTHS

You have discovered that many of the Greek myths were told to explain something in the world about

them. If these people were puzzled about the change from light to darkness or the way in which trees and plants grew, they told stories in which their gods did something that caused rain or sunshine or the other happenings in nature that they did not understand. You can see how these stories lived and were told from father to son and so on for generations. Even today we have a similar story in the ground-hog myth. He is supposed to cause cold weather if he sees his shadow on February second.

Have you discovered that the Greeks compared certain things in nature to certain things in human behavior? Here are some examples:

<i>Nature</i>	<i>People</i>
echo	mocking voice
sunshine	smiles and generosity
storms	anger and jealousy
waterfall	tears

The Greeks imagined that there were many gods with power to become invisible and to do anything they wished. These gods punished and rewarded the people on the earth.

*Practice 6 — Writing an Original Myth**

You can make up some interesting original myths to explain certain things in nature. Can you explain in an interesting story these things:

What makes the firefly's light?
Why the spider spins a web?

What makes frost?
What makes a rainbow?

Here are two myths that were written by pupils.

1

A LEGEND ABOUT GRAVITY

Away down deep in the earth, so deep that if you dug for years and years you could never reach him, lives a giant hundreds of years old. When this giant was young, he was a mischievous trickster. His pranks worried the king of the



land so much that he finally called his wise men together and asked, "What shall we do with this mischief-maker?"

The wise men suggested, "Chain him where he cannot break loose and set before him a task that will keep him busy all his life."

The king did as the wise men planned. The giant's task was to keep everything on the earth from falling off. This race of giants had always been very good at drawing in deep breaths. When he had been chained, the suction of the giant's breathing was so great that everything and everyone on earth was drawn toward him.

Of course, we cannot go through the earth so we are merely kept on the surface. The others of this giant race have died, but this one giant was given everlasting strength to keep on with this task. We call him *Gravity*. — BETTY W.

2

HOW FIRE CAME TO BE

Long, long ago, when there was no fire and people often froze to death, there was, although the people did not know it, a God of Fire. He felt sorry for the people who were

cold, but it was not within his power to give them fire. So he went to the All-Father and begged a boon of him. When the All-Father heard the request, he, too, felt sorry for the people; but he must have the consent of the other gods first. So he called a council of them.

Everyone except the Wind God agreed to give mortal man fire. The Wind God was forced to consent, as there was such a large majority.

To the Fire God was given the privilege of putting into man's head the idea of making fire by striking two flint stones together. The Wind God gathered up all stones and by magic caused them to disappear. When the All-Father found this out, he whispered to man that by rubbing two sticks together, fire could be made. But still the wind persisted.

When your match blows out, it is the angry Wind God, who hopes some day to take fire away from mortal man.

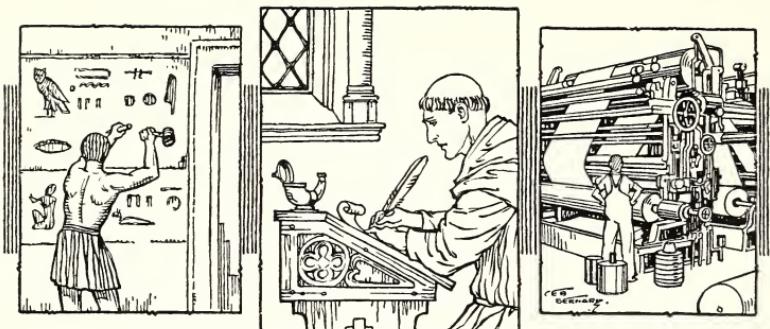
— HELEN R.

A Program

Your original myths will make an interesting program. You can tell the real Greek myth and then tell your own story of the rainbow or of the spider. This would make a good radio program.

Many of the myths can be dramatized for a program. The stories of Atlas, Atalanta's race, and parts of the Odyssey are good for plays. You will probably find others.

An exhibit of pictures of Greek buildings could be arranged. Some of you could be guides to take your visitors on an imaginary trip through the buildings, describing the most interesting things to see. You might also collect pictures of buildings in your own city and point out to your visitors where there is Greek influence in the style of building.



UNIT VII

THE STORY OF WRITING AND PRINTING

THE ALPHABET

The airplane is a remarkable invention. When we see it swooping gracefully far up in the blue of the sky, we marvel that man has been clever enough to make it. The lightness and strength of its body, the power of its motor, and the skill with which the aviator, by shifting the slant of the edges of its planes and of its rudders, can make it shoot up, bank, and roll like a great bird, make it seem one of the most wonderful things that man has made.

Probably one of the reasons why the airplane seems so wonderful is that it is a recent great invention. Many of the inventions of man were made so long ago that you and I accept them as if they had always been. We don't think of them as things that man has invented as he did the radio, the telephone, or the airplane.

Such common things as the brick in our houses and other buildings, the dishes we use at home, and our clothing were unknown to men long ago. They have all been discovered or invented by men, and now we

have them and use them without realizing that at one time people had to live without them. Try to list the many things about you that are inventions.

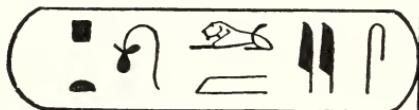
Of course you will list paper and pens and pencils, but will you think to write down the very letters that you make with your pencil? For the letters of the alphabet are just as much an invention as is the airplane. Long, long ago men had no way to write a story, for they had no letters with which to form words. It took many centuries for our letters to grow into what they are today. It has taken over two hundred years for our scholars, searching in the ruins of old civilizations, to discover the meanings of the earliest available records made by man.

Covering the walls of ancient Egyptian temples and pyramids, cut into the solid stone, were many mysterious designs. Some of them were easy to understand, because they were the pictures of men in action, performing their daily duties — the merchant selling in the market place, warriors in battle, and men at other occupations. The meaning of some of the other designs was not so easy to understand. Carvings of birds and animals, lotus flowers, hands and feet, beetles and palm leaves were surrounded with triangles, circles, squares, and other figures. Men knew that all these marks — *hieroglyphics*, they are called — had meaning, but it was a long time before this meaning was discovered.

In the year 1799 some French soldiers were digging trenches near the town of Rosetta in Egypt. In their work they turned up a huge flat stone that had on it two languages, Greek and Egyptian. How delighted scholars were with this find! They thought that now

all they had to do was to compare the Greek with the Egyptian, and they would learn the meaning of the hieroglyphics.

But they did not succeed at once. They thought at first that each Egyptian figure or picture stood for a word, but when they substituted the Greek word for every picture, the meanings did not fit. Finally, after twenty-five years, a French scholar by the name of Champollion noticed that some of the Egyptian marks were surrounded by a little frame. The Greek word in this place was the name of the Pharaoh Ptolemy.



The thought came to Champollion that the word in the frame meant Ptolemy (Ptolmees). If so, these marks, instead of standing for complete words, stood for letters.

Here you can see the meaning of the letters.



This was only a guess. How could he check it to prove that he was right? Just at that time on the island of Philae, another stone was found. There was a message carved upon it in both Greek and Egyptian.

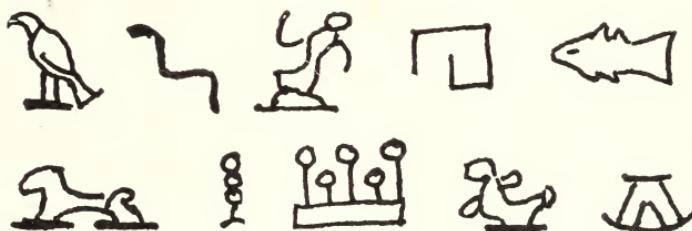


On this stone another word in a frame was repeated frequently. Champollion found in this new word some letters that he knew. He substituted these letters and got:



When he compared the Greek words, he found the word KLEOPATRA. This proved that his guess was right. Now he had eleven letters — *p, t, o, l, m, e, s, k, a, t, r*.

But when they tried to work out the meaning of other Egyptian words and inscriptions, they did not succeed. Many years went by before they learned why. The reason was that the Egyptians wrote only the names of things with letters. For other words they used pictures or marks. This is something like an English puzzle, called a *rebus*, in which some of the words are pictures. Here are some of the Egyptian hieroglyphics.



Thus the Egyptians started thousands of years ago to make their records by means of pictures. Gradually, after several thousand years, the pictures began to stand for syllables and then for letters. It is from these letters of theirs that our letters have developed.

It has taken four thousand years for the Egyptian letters to make their long journey down to the English letters which we use today. Through Phoenicia, Greece, and Rome they have come. All kinds of things have happened to them on the way. They have changed their forms, turned round, now to the right, then to the left, then upside down. Some have been lost on the way, and new companions have joined them from time to time. Finally, when the letters reached us, they were so changed that they were almost unrecognizable.

If you will look at the illustration, you will see how some of them changed. Notice how the eagle, which

	Egyptian	Hyskos	Phoenician	Greek	English
Eagle		Z	V or X	A	A
House		o	3	B	B
Throne		Z	>	Gamma	C
Hand		o	△	D	D
Man shouting "Hey"		+	Ξ	E	E
Sieve		O	日	H	H
Water		~	M	M	M
Mouth		C	?	Pi	P
Lasso		6	+	T	T

in ancient Egypt stood for the thing it pictured, has after these thousands of years become our letter A.

CHANGES IN WORDS

Even the meanings of words change. *Neighbor* at one time meant a *near-by farmer*. The original meaning of *curfew* was *cover the fire* (French, *couver feu*). In the

Middle Ages the peasants of France were required to cover or put out their fires at a certain hour in the evening. The word came to mean the bell that rang at that hour, and then later the time of its ringing.

Practice 1—Discussing Changes in Inventions

Can you list other inventions that have changed as the alphabet did, after people had used them for a time?

How has the automobile changed? Try to show the changes by getting pictures of the first automobiles and then later ones until you get down to the models for this year.

Here are a few other inventions that have changed. Select one and report its changes to the class:

1. Railroad engines	3. Men's clothing	5. Ships
2. Lights	4. Women's hats	6. Photographs

Do you think that these inventions will keep on changing? The alphabet will probably stay as it is now for many years. However, the meanings of words may change slowly as the years go by.

AN ENGLISH REBUS

The early writings were like an English puzzle called the *rebus*. Here is an example. In it the pictures take the place of some of the words. Can you read it quickly?

One day last summer went on an ride with my brother. We stopped at a farm to get a of water. The at the farm was very kind. She gave us some and some . believe farm people are kinder than who live in cities.

In the next rebus pictures may stand for a word or just part of a word, or even just one letter, as in the old Egyptian writings.

W was a small child, once came lost in a large city. fed 2 cry and ran 2 a street er. A man was lost, and took me by the and brought me back to my er who was frantically looking me.

Practice 2 — Writing in Unusual Ways

Try writing a rebus and see if your classmates can read it. Make up a code of marks that stand for letters. Write a message in your code, and see how long it will take your classmates to read it.

Practice 3 — Using the Dictionary

[*Handbook, Section I, Using Book Tools*]

To find words quickly in a dictionary, you must know the alphabet thoroughly. This means not only being able to say the letters from *a* to *z*, but also being able to answer immediately questions like —

1. What letter comes between *p* and *r*?
2. Is *x* after *t* or *w*?
3. What letter is before *m*? *s*? *n*? *q*? *c*? *g*?

Put each letter on a card. Mix up the cards. Then see how quickly you can put them together in order. If you have two sets of cards, two members of the

class can race in putting the cards in alphabetical order.

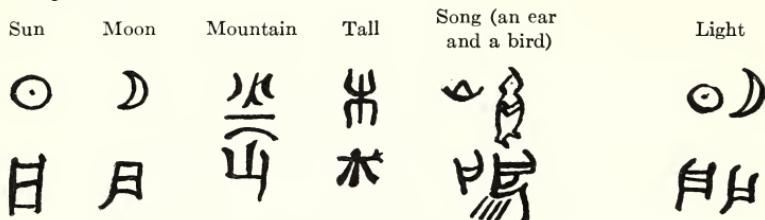
PRINTING

In their journey down through the ages, letters had always been written or drawn by hand. Then men found a new way to put them on paper. By inking a solid surface shaped like the letter and pressing it against paper, they discovered that letters could be made more easily than when written by hand. Thus printing was invented.

There are three general methods of printing. The most common is the printing with metal type, or with metal plates made from type. Books and newspapers are printed by this method. Another method is called *engraving*. In engraving the letter is printed on the paper by ink held in the sunken or cut places on the surface of the metal, instead of on the raised surface as in type. A third method of printing is called *lithographing*. This is done by taking a stone surface that is porous and by filling that part with which we do not want to make an impression with some material that will not take up the ink. Then the porous part, when inked, will print the letter or design that we want.

The first printing of which we have any record was the use of engraved blocks by the Chinese in the year 50 B.C. It was not until a thousand years later, however, that they made much use of this way of printing their words. The engraved block was better for Chinese printing than it would be for us, because they do not have an alphabet of letters. They have a sign or character for each word, as you can see in this illustration, where the upper row shows Chinese picture-writing and the lower row Chinese word signs that

were used later. What does the word sign for *light* really mean?



Wood-block printing was also the first method of printing in Europe. A whole page of a book with words or a picture was engraved by hand on a block of wood. Books produced in this way were common in 1400. It was a very slow and expensive process, because the blocks could not be used in printing another book.

Johann Gutenberg is usually given credit for the invention of movable type, in the city of Mainz, Germany, in 1456. Gutenberg's first types were small blocks of wood. Shortly after,

he used the wood type as a pattern for a plaster mold, and then cast pieces of type by the hundreds from such molds. The metal type could be set together to print any page and then taken apart and used again.

With the movable metal type came the printing press. At first this was patterned after the presses used in making cheese molds. The type, or *form*, as it was called, when ready for printing, was placed face upward on



a flat surface. It was inked with a ball of soft leather. A sheet of paper was then placed over the type. An upper surface, called a *platen*, was pressed down upon the paper by means of a wooden screw. When an impression was made, the screw was reversed, the sheet of paper removed, the type re-inked, and another sheet put in place.

The invention of movable type and the printing press meant a great deal in the life of the people. It was now possible to produce books much more cheaply. The people now had an opportunity to learn and become informed through reading. Before this remarkable invention very few homes had any books, and there were no newspapers. What a strange thing it would be today to find a home without books or newspapers or magazines!

The simple printing press used by Gutenberg has been improved each year, until today there are presses for every kind of work. The most amazing one is the giant press that prints your newspaper each day. The press foreman of your newspaper will probably invite you to inspect his press if you write to him and tell him of your interest.

The making and setting of type have also been greatly improved. Instead of the slow and laborious method of putting the type together by hand, most print shops now have machines — *linotypes* or *monotypes* — that are operated with a keyboard like that on a typewriter.

*Practice 4—Exhibiting Printing Materials**

You will be able to get samples of the materials used in the three kinds of printing — type, engraving, and lithographing. A printer will be glad to give you a

few pieces of metal type. Possibly someone will let you borrow a copper engraving that is used in printing calling cards. A lithograph block may be harder to find, as it is not used so often, but a print shop may perhaps lend you one for a few days. Then you can have an exhibit of the different methods of printing. Committees can prepare reports in which they explain how the different printing materials are used.

Practice 5 — Writing Letters

[*Handbook, Section III, Letter-Writing*]

Write a letter to the manager of a print shop or to your newspaper telling of your interest in printing, and suggest that the class would like to visit him. When you have visited a printing establishment or a newspaper pressroom, write a story about what you saw. A letter of appreciation should be sent to the person who explained the pressroom work to you.

Proof Sheets

When you write something that is to be printed, you should write very legibly. The typesetters always prefer to set type from typewritten copy. Special care should be taken to avoid misspelled words and to punctuate correctly. If you are writing for a book or magazine, the printer will send you a *proof*. This is a sample page printed from the type before it is set in the press. Galley proof is in long strips; it is a sample made before the pages have been marked off. This sample the printer will ask you to *proof-read* — that is, read over and correct any mistakes that may still be there.

It is a good thing for you to know some of the proof-reading marks, because nowadays almost every person — whether a merchant with advertising copy for his store or a writer who has had an article accepted for a magazine — needs to know the system of marks that printers use for showing corrections in proof. For proof-reading your own writing, we have given you some simple marks to use, as shown here.

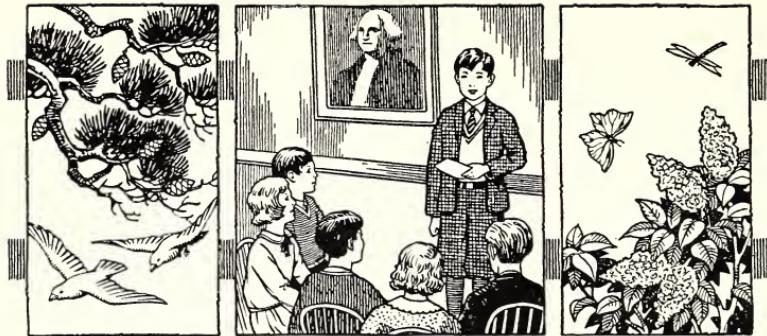
The printing press did more to spread knowledge among all the people than did any other invention. With that knowledge men began to learn more of Nature's secrets so as to make life more worth while than it ever had been before. And spread the of knowledge has helped to prepare the people for self-government. Of course great improvements have been made in the printing press since Gutenberg's time.

(lower case) *lc*
set in small letters
insert space #
insert comma @
paragraph ¶

delete (omit)
close up
○ insert period
// straighten type
cap — set in capital letters

*Practice 6 — Proof-Reading **

Perhaps you can get from a printer some sheets of galley proof for your class to correct.



UNIT VIII

HOLIDAY PROGRAMS — SPRING SEMESTER BIRTHDAY ANNIVERSARIES

When you prepare a program to celebrate the birthday of a great man, you will read about his life and the service he gave to his nation. You will learn to know better the qualities he possessed that made him tower like a giant above other men in achievement and in devotion to a great cause. Different members of the class, perhaps every member, will be asked to make some contribution to this birthday anniversary program. The man's character, leadership, and achievements will be reviewed; incidents in his life will be retold; a few poems will be read that best express his greatness.

Practice 1 — Using the Library

In preparing any of the numbers on such a program, the library can be of great help to you. Begin by learning how to look for the various types of material on its numerous shelves. In a standard system of cataloging, *biography* — the written history of a person's life — is found between numbers 900 and 999. Poems will

be found in *anthologies*, or collections of poetry. Choose some character — Washington, Lincoln, Jefferson, Lee, or Franklin — and practice using the library to find material on his life. Develop this skill of finding materials in the library, for it will become more and more useful to you.

Practice 2 — Giving an Oral Report

Prepare to make an oral report on some part of the life of the man you have chosen. When you have read enough about him to have a general idea of his life and character, choose some part of it — some quality of character or some service — and make a brief outline for a talk. Remember that you want to be interesting, informing, and convincing to your classmates. Here is a short outline that a sixth-grade girl prepared, held in her hand, and referred to from time to time as she spoke to her class.

THE COURAGE OF WASHINGTON

Outline

I. Reading of the life of Washington shows that he had many fine qualities — vigor, honesty, justice, an able mind — but his outstanding quality was courage.

II. Incidents showing unusual courage

- A. The capture of Trenton
- B. The winter at Valley Forge
- C. The critical period in the new government

III. What Washington's courage meant to America

- A. Helped to carry us through the war victorious
- B. Helped to form the best type of government

Can you suggest any improvements in these notes?

Practice 3 — Telling a Story

When you are talking to your classmates on any subject, they are always happy to have you tell them a good story to illustrate a point you wish to make. In a Lincoln program it is very appropriate to tell a story or two, because Lincoln himself was a great storyteller. Select one of the amusing or interesting incidents in the life of Lincoln, and develop it into a good story number on the program. Here is an example.

Lincoln became one of a volunteer force at the time of the Black Hawk War. His company chose him as its captain. He did not care for hunting or fighting, and he certainly had no talent for military command. Once they were marching in company front across a field and came to a gateway through which they had to pass. For the life of him he could not recall the proper word of command to get his company "endwise," so that they could march through the gateway. At length he shouted, "This company is dismissed for two minutes, when it will fall in again on the other side of the gate!"

Practice 4 — Memorizing a Poem

The feeling of the American people toward their great men has been best expressed in poetry. If you are called upon to read a poem on an anniversary program, first read through the poems available in your library and select the one you consider best. Then you will probably want to memorize it, for that will make it much more effective on the program. The following suggestions will help you to memorize a poem:

1. Read the poem through thoughtfully and note the ideas and their order.
2. Read aloud several times and then lay aside for a

while. Then pick up and read again several times, always keeping the thought of the poem and not the words uppermost in your mind.

Here are some poems that may be used on your anniversary programs.

Robert E. Lee, January 19

ROBERT E. LEE

A gallant foeman in the fight,
A brother when the fight was o'er,
The hand that led the host with might,
The blessed torch of learning bore.

No shriek of shells nor roll of drums,
No challenge fierce, resounding far,
When reconciling Wisdom comes
To heal the cruel wound of war.

Thought may the minds of men divide,
Love makes the heart of nations one,
And so, thy soldier grave beside,
We honor thee, Virginia's son.

— JULIA WARD HOWE

Abraham Lincoln, February 12

LINCOLN

I knew the man. I see him as he stands
With gifts of mercy in his outstretched hands;
A kindly light within his gentle eyes,
Sad as the toil in which his heart grew wise;
His lips half-parted with the constant smile
That kindled truth, but foiled the deepest guile;

His head bent forward, and his willing ear
Divinely patient right and wrong to hear:
Great in his goodness, humble in his state,
Firm in his purpose, yet not passionate,
He led his people with a tender hand,
And won by love a sway beyond command;
Summoned by lot to mitigate a time
Frenzied by rage, unscrupulous with crime,
He bore his mission with so meek a heart
That Heaven itself took up his people's part,
And when he faltered, helped him ere he fell,
Eking his efforts out by miracle.
No king this man, by grace of God's intent;
No, something better, freeman, — President!
A nature, modeled on a higher plan,
Lord of himself, an inborn gentleman!

— GEORGE HENRY BOKER

George Washington, February 22

WASHINGTON

O noble brow, so wise in thought!
O heart, so true! O soul unbought!
O eye, so keen to pierce the night
And guide the “ship of state” aright!
O life, so simple, grand and free,
The humblest still may turn to thee.
O king, uncrowned! O prince of men!
When shall we see thy like again?
The century, just passed away,
Has felt the impress of thy sway,
While youthful hearts have stronger grown
And made thy patriot zeal their own.
In marble hall or lowly cot,
Thy name hath never been forgot.

The world itself is richer, far,
For the clear shining of a star.
And loyal hearts in years to run
Shall turn to thee, O Washington.

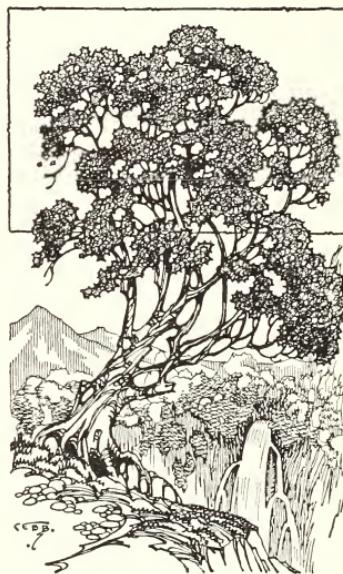
— MARY WINGATE

ARBOR DAY

When springtime comes, all about you there are signs of the new life. The tender shoots of grass are showing green in the sheltered, sunny spots. The crocuses and tulips are beginning to break through the warming earth. At such a time it is natural to celebrate on Arbor Day the return of the warm season.

Nature Poems

The wonder and mystery of nature, as each year she unfolds before our eyes, has always been a favorite subject for our poets. Here are some poems which you can read to catch the feelings that filled the minds and hearts of some who could give beautiful expression to them.



WRITTEN IN MARCH

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun;

The oldest and youngest
Are at work with the strongest;
The cattle are grazing;
Their heads never raising;
There are forty feeding like one!

Like an army defeated
The snow hath retreated,
And now doth fare ill
On the top of the bare hill;
The ploughboy is whooping — anon — anon:
There's joy in the mountains;
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

— WILLIAM WORDSWORTH

*Practice 5 — Writing Original Poetry **

Sixth-grade pupils can express their feelings, too, in verse. It is interesting to try. Here are three things that will help.

First, you must really have a feeling which you desire to express. This impulse to express feeling in poetry can come to the class, as well as to one individual, if all feel in the same mood. For example, the members of one sixth-grade class had been watching the rain make patterns on the windows of the schoolroom. They had been listening to the beating of the rain on the sills. There was a common feeling, or mood. One child found a rhythmic pattern that pleased the class. Into this pattern they wove the words that seemed best to reflect their mood. This is the poem¹ that they wrote:

¹ This poem and the accompanying suggestions are from *Poetry in the New Curriculum*, by John Hooper.

TEARS

Through my open window came a sound of rain.
With pattering fingers it rapped on the pane,
Like a woodpecker tapping upon a tree,
Or the buzzing song of a busy bee.

No sky, no earth, no sun to be seen;
A misty fog made a gloomy screen.
Mother Nature was washing the face of the sky.
Did she rub so hard it made the clouds cry?

— SIXTH GRADE, HANCOCK SCHOOL, LEXINGTON, MASS.
(Margaret Noyes, teacher)

Second, you must have command over words and phrases. “Words are the stuff from which poetry is woven. They are the poet’s stock in trade.” Examining the words and phrases used by others will help you.

Third, the movement or swing of the words is called *rhythm*. You need to fit the rhythm to the mood or the feeling. Notice the difference in the rhythms in the following lines from two different poems.

I sprang to the stirrup, and Joris, and he;
I gallop’d, Dirck gallop’d, we gallop’d all three.

— BROWNING, “How They Brought the
Good News from Ghent to Aix”

The curfew tolls the knell of parting day,
The lowing herd winds slowly o’er the lea.

— GRAY, “Elegy Written in a
Country Churchyard”

Practice 6 — Writing Descriptive Paragraphs

Write a paragraph describing a tree or some scene in nature that you have liked. See how clearly you can

picture it to your readers. Here are some suggestive titles.

1. The oak in our back yard
2. The willows down in Murphy's Creek
3. Prophecies of summer in the trees
4. The wind in the pines
5. The lilac knoll in May
6. Flowers at timber line
7. An orchard in blossom
8. Virgin timber
9. White birches
10. October woods
11. A swamp
12. A river island

Practice 7 — Memorizing a Poem

In arranging a program for a tree-planting ceremony on your school ground, you may use one of the following poems:

ARBOR DAY

On Arbor Day

We think of birds and greening trees,
Of meadowlands and humming bees,
Of orchards far from crowded town,
Of heights where streams go tumbling down,
Wee mountain rills that sing and play —
On Arbor Day.

Of how the treetops coax the rain
From flying clouds till hill and plain
Are clean and fresh from sea to sea;
We plant a seed; a tiny tree
Wakes up and throws aside the clod,
And stretches for the climb toward God —
We sing a song for the joy of May —
On Arbor Day.

— ANNETTE WYNNE

THE HEART OF THE TREE

What does he plant who plants a tree?

He plants a friend of sun and sky;

He plants the flag of breezes free;

The shaft of beauty, towering high;

He plants a home to heaven anigh

For song and mother-croon of bird

In hushed and happy twilight heard —

The treble of heaven's harmony —

These things he plants who plants a tree.

What does he plant who plants a tree?

He plants cool shade and tender rain,

And seed and bud of days to be,

And years that fade and flush again;

He plants the glory of the plain;

He plants the forest's heritage;

The harvest of a coming age;

The joy that unborn eyes shall see —

These things he plants who plants a tree.

— HENRY CUYLER BUNNER

MEMORIAL DAY—MAY THIRTIETH

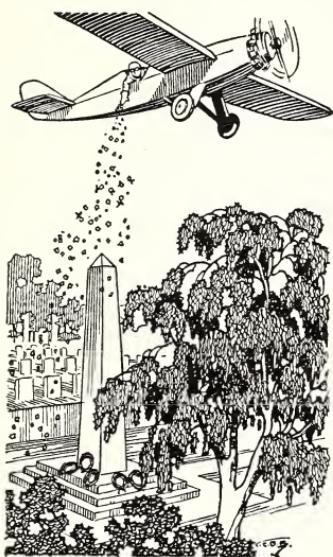
Can you explain why we observe Memorial Day on the thirtieth of May? At your class meeting in the first week of May request your chairman to appoint a committee to look up and report the history of observing Memorial Day. The committee will report the next week, and then your class will have two weeks in which to make preparations for a program.

Practice 8—Writing an Explanatory Paragraph

[*Handbook, Section X, The Paragraph*]

When the committee makes its report, take notes of the important points and dates. From these notes

write a paragraph explaining the purpose of the Memorial Day observance, and how it first came to be set aside for that purpose.



In the years following the war between the states, veterans on either side of that great struggle, the Union or the Confederacy, were invited to the school to hear the program and to participate in it. They liked to participate because it was given in honor of their dead comrades who had served so nobly for the cause in which they believed. Now most of these veterans are gone and their places are taken by patriotic societies.

Here is a letter inviting a speaker for a Memorial Day program.

*Webster Street School
Newark, New Jersey
May 10, 1935*

Dear Mrs. Crosby,

Our class is planning a Memorial Day program to be held in our school auditorium at three o'clock on Wednesday, May twenty-ninth. Can you send us a speaker from your organization? We would be very grateful. The length of time for the talk would be about twenty-five minutes.

*Very truly yours,
Jane Williams*

Practice 9—Writing an Invitation to Speak

[*Handbook, Section III, Letter-Writing*]

It may be the desire of your class to compose a letter inviting a member of one of these societies in your community to come to your school and speak on your Memorial Day program. What information should this letter contain?

Practice 10—Reading a Poem

In addition to the speaker, your class will probably desire the reading of a poem, or possibly two poems, dealing with the service and sacrifice of the men who have fought and died for their countrymen. Here is one poem that indicates how the North and South have finally united.

THE NEW MEMORIAL DAY

Oh, the roses we plucked for the blue
And the lilies we twined for the gray,
We have bound in a wreath,
And in silence beneath
Slumber our heroes today.

Over the new-turned sod
The sons of our fathers stand,
And the fierce old fight
Slips out of sight
In the clasp of a brother's hand.

For the old blood left a stain
That the new has washed away,
And the sons of those
That have faced as foes
Are marching together today.

Oh, the blood that our fathers gave!

Oh, the tide of our mothers' tears!

And the flow of red,

And the tears they shed,

Embittered a sea of years.

But the roses we plucked for the blue,

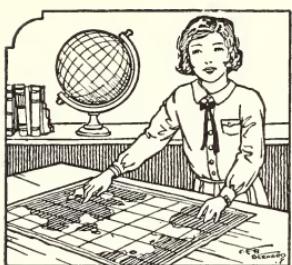
And the lilies we twined for the gray,

We have bound in a wreath,

And in glory beneath

Slumber our heroes today.

— ALBERT BIGELOW PAINÉ



UNIT IX

COUNTRIES BEYOND THE SEAS

When a man decides to build a house, what does he do first? If he already has the land to build it on, he first thinks about the kind of home he wants and gets a plan made for it. Usually he employs an architect to put his ideas on paper for him. The thing to notice is that before a shovelful of dirt has been moved, or a nail has been driven, a complete plan is worked out.

PLANNING WORK

This is the best procedure in most kinds of work, including school work. When your class has a unit of geography work ahead, the best thing for you to do is to make a plan for getting the work done. If it is to be divided among committees of the class, how shall the divisions be made? When certain members of the class can make special contributions, because they have travelled or because they have relatives in the lands to be studied, of course they will be given these special assignments.

In making your plan for the study of Europe, first list the things you would like to know about the countries in that part of the world.

Things We Would Like to Know about Europe

1. Surface features of the countries, including their size, mountains, rivers, harbors
2. The people in the countries, including the population, government, occupations, customs, culture (especially music and art), ways of living, language
3. The chief products, including agricultural and industrial
4. The chief cities, including their size and the reasons — political, industrial, and commercial — for their growth into cities

When your list is completed, decide which questions the entire class will work on and which ones small committees of pupils will investigate. If any individuals in your class have interesting contributions to make, letters or pictures from relatives in Europe, be sure to assign certain parts of the study to them.

Practice 1 — Listing Reading and Reference Materials

[*Handbook, Section I, Using Book Tools*]

With the help of the teacher and the librarian, make a list of all the reading materials that deal with the various countries of Europe. You will find these in general reading books, in school geographies, in magazines, and in encyclopedias. Many of these materials can be grouped into the four divisions you have decided upon in your planning.

NEW WORDS

In working on new materials you will of course meet new words of whose exact meanings you are not sure.

Rather than be uncertain about them, have your dictionary at hand and look them up. You will notice that oftentimes the dictionary gives several words in defining the one you are looking up. This indicates that some words have slightly different meanings, depending upon how they are used. If you come across words of this kind, notice how they are used in your reading and decide which is the best meaning for that use. This will require a little thinking and judgment on your part.

Practice 2 — Using the Dictionary

[*Handbook, Section V, Vocabulary*]

Look through the following list of words. If there are any whose meanings you are not certain of, look them up in your dictionary.

industrial	commerce	isolated
surface	European	illiteracy
climate	possessions	import
countries	elevation	export
principal	standard	navigable
features	tundra	interdependent
occupations	steppes	influence
manufacturing	landlocked	Scandinavian
agriculture	density	glacier
barriers	interior	textile
altitude	varied	firth
appendix	fiord	irregular

Practice 3 — Making an Oral Report

[*Handbook, Section II, Preparing and Giving Reports*]

Certain topics on the reading list will be studied and reported upon to the class by individuals. Other

topics, such as "The Story of the Making of Porcelain in Germany and France," will be better suited to committee work. These committees will organize and plan their work just as the class as a whole has done. The amount of time they spend on their study will depend upon the importance of the topic in relation to others, the amount of reading material available, and what special work they do, such as collecting pictures, modeling clay, or making puppets.

When the committees have finished their work, they will decide who will present their report to the class. Usually they will choose one member to make the report. Sometimes they will choose two or more. If there is to be an exhibit or a play, the whole committee will take part.

When a report is made by one or two members of a committee, the class will judge the committee's work by that report. It is important, therefore, to find out what makes a good oral report. First, consider what your listeners are interested in. You will never report things just for the sake of making a report. If committee members have chosen only the things that interest them very much, they may be sure the rest of the class will be interested also. Then, the committee must choose a speaker who is enthusiastic, who wants to tell the other pupils about it. If the report is made by such a person, there is every chance that the class will vote it an excellent report.

Organize and outline the report, and speak from the outline. Decide which points need emphasis and how much time to spend on each. Watch your listeners, however, and if they are especially interested in some point, give it more time than you had planned.

Speak distinctly, in a low, pleasing voice. Speak so that your audience can hear every word easily. A voice that is harsh or shrill may cause your listeners to miss your ideas. The Handbook will give you some suggestions and exercises for improving your voice if you need help of this sort. “Ur”-ing every few words when you are speaking may be just a bad habit or it may arise from not knowing just what you want to say. Either of these faults can be overcome by practice on very short, interesting reports, or by contributing remarks on the main report presented by another member of the committee.

We have suggested three things which are important in making an oral report successful. They are: (1) If you want to interest others, be really interested yourself in the things you are reporting. (2) Organize and outline your report before you start to speak. Have in your mind the main ideas that you are going to “get over” to your listeners. (3) Use a low, pleasant voice, and speak your words distinctly.

Practice 4 — Written Reports

Certain topics can be reported much better in writing than by the spoken word. In fact, written reports are used much more today than they were years ago. A century or more ago it was the custom in many towns for a man to walk through the main street of the town and cry out the news. He was called the “town crier.” Today the news of the day is written and printed, and the paper is distributed from house to house. And the news of the week or month, together with stories and articles, is written and printed and distributed by mail. So when you make a written re-

port to the class, you may be interested to know that you are doing the same type of thing that thousands of newspaper reporters and magazine writers are doing as a regular occupation.



What makes a written report a good one? Let us say that it is a good report when it is easily read and clearly understood. What does this require? It requires that the writing must be readable, the spelling must be accurate, the sentences must tell things clearly, and the things they tell must be so arranged that the reader's interest is kept up.

If a written report is to be understandable, the sentences will certainly be clear and complete and not too long. Check over your sentences to be sure that none is incomplete or rambling. Look up "Sentence Building" in the Handbook, Section VIII, and try to improve your ability to construct good sentences for your written report.

Standards for Your Written Report

1. Is the handwriting easily read?
2. Is the spelling one hundred percent accurate?
3. Are the sentences complete and clear?
4. Is the material well-organized?

*Practice 5 — Making an Outline**

The surest way to get good organization in a written report is to make an outline. An outline is a sort of skeleton to which you can attach the details of your report. An outline may be short and simple if the topic to be reported is very limited in scope. After a little practice in making short outlines, you may find it possible to omit the written outline and just keep it in mind as you write your report. That is what newspaper reporters do when they write a short article. Here is an example of a brief outline.

Subject: Farming in France

- I. Natural advantages
 - A. Fertile soil
 - B. Rainfall and climate
- II. Products of the southern part of France
 - A. Olives, grapes, and other fruit
 - B. Flowers
- III. Products of the northeastern region
 - A. Garden vegetables
 - B. Grains, sugar beets, and other field crops
 - C. Milk and cheese
- IV. The workers on the farms
 - A. Eighty percent owning their farms
 - B. Many living in villages and country

When the topic is more general, the outline will be longer. Then you will have to decide what the important matters in the report are, and which will come first, which second, and so on. Here is an example of an outline that one sixth-grade pupil made before he started to write his report.

SAMPLE OF A GOOD OUTLINE

Physical Barriers Make Differences in Customs and Ideals between Nations

- I. Mountain barriers that make a difference
 - A. The Alps — the differences between the Italians and the Swiss
 1. In government
 2. In appearance of people
 - B. The Pyrenees — the differences between the French and the Spanish. The industrial progress of France and the backwardness of Spain
 - C. The Carpathian Mountains — the differences between the Czechs and the Poles in dress, customs, and folklore
- II. River barriers that make a difference (river not such great barrier as mountain range)
 - A. The Rhine — separates the French from the Germans — different national traits
 - B. The Danube — separates Roumania and Bulgaria — different traditions and national customs
- III. Large bodies of water that make a difference
 - A. The English Channel — causes the people of the British Isles to have a different tradition and background both of government and customs, from the nations on the Continent
 - B. The Baltic Sea — separates Germans from Swedes — differences: physical, cultural, and governmental
 - C. The Black Sea — separates Turkey from Russia — great differences in the people
- IV. Physical barriers less important now than a thousand years ago
 - A. Comparison of North America with Europe
 - B. Man's inventions overcome barriers

THE PARAGRAPH

A paragraph is a group of sentences telling about one topic. In your outline you have listed your topics. In writing your report you will write several sentences about each topic, and these will form a paragraph. The paragraph will help those who read your report. They will know that they will find in any one paragraph only the sentences telling about a single topic.

Here is an example of a paragraph on one of the topics in the outline.

Modern inventions have decreased the importance of physical barriers between nations. The railroad has scaled the mountain pass or tunneled through the very mountain itself. The increase in the speed of transportation which it brought about has seemed to bring distant places much closer together. This has made possible the development of one nation in North America in an area greater than Europe, where twelve nations developed before the railroad came. Thus we see that physical barriers are less important now than a thousand years ago.

Practice 6 — Writing a Paragraph

[Handbook, Section X, The Paragraph]

Write a paragraph on each of the main topics of your outline. Check to make sure that each sentence of a paragraph tells about only one topic.

Practice 7 — Writing a Business Letter

[Handbook, Section III, Letter-Writing]

Sometimes you can obtain from industrial firms and commercial houses material to illustrate the geography topics you are to report upon. The railroad and steam-

ship companies will send you pamphlets and folders on request. Write a business letter courteously requesting such material. A letter of this kind should be (1) brief; (2) one hundred percent accurate in spelling, capitalization, and punctuation; (3) easily read, if written in handwriting instead of typewritten.

Here is a sample of such a letter.

Plymouth School
Cleveland, Ohio
April 16, 1935

French Line
19 State Street
New York City

Gentlemen:

Our class is making a study of the cities of France. If you publish any material containing pictures or descriptions of these cities, we would appreciate receiving a copy.

Very truly yours,
Dorothy Gary
For the Sixth Grade

Practice 8 — Writing a Letter of Invitation

[*Handbook, Section III, Letter-Writing*]

In the course of the work on the unit your committee may desire to invite some man or woman from your community who has travelled in the country you are studying to come to school and tell you about it. Such an invitation needs something besides the brevity, accuracy, and legibility mentioned as being important for

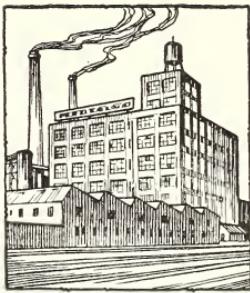
the business letter. It must have a style and character suited to the particular situation. For example, if the person to whom you are writing is someone your class knows and who knows you, you can be quite informal. See the Handbook for models of informal letters. If the person is a complete stranger, it will be necessary for you to explain more exactly the situation and the topic that you would like to have him talk to your class about. Accuracy in spelling and legible handwriting are highly important in every type of letter.

At the close of your work on your unit, when your committees are reporting or you are presenting a play or an exhibit, you may wish to invite people to enjoy the program with you. Even mayors of cities and governors of states have responded gladly to such invitations, and this will give some interesting practice in addressing a letter to an official — something that many grown-ups fail to do properly.

Practice 9 — Making a Book

To make a book that will contain all the most interesting reports and stories, with pictures and accounts of programs and plays, is one of the best ways of keeping a record of the work of your class. If you plan to do this, you will need to make the decision early in your work, so that the materials for the book may be collected gradually as the work of the class proceeds. A general editor will need to be appointed or elected, and also editors of special sections, such as the art editor and the story editor. It will be the duty of the general editor to read the written material that comes

in from the committees and from individual pupils and to ask that everything he believes to be suitable for the book be saved and filed. Then, as the unit approaches the end, he can call in his assistant editors and work out the plan for the book.



UNIT X

INDUSTRY THROUGH THE AGES

SEEING INDUSTRY TODAY

When you take an automobile ride through the country and into a city, you see people on all sides busy with their work. On the farms, in the city streets, in the stores, factories, and offices, everyone you see seems to be occupied with a task.

Do you ever wonder how all these people have come to be doing the work at which they are so busy? Only two hundred years ago most people lived on farms. At that time much of the industry that we see today was carried on in a simpler way in the farm shop or home. Farther back than that, our ancestors lived in caves or trees. Then each man worked in order to furnish food or clothing or other comforts for those that belonged to his own family.

Practice 1—Writing a Descriptive Paragraph

This description of a machine at work was written by a boy who had just visited a large city with his father.

THE STEAM SHOVEL

Looking over a board fence, that had been put up to protect the people passing by, we watched a steam shovel at work in a huge pit.



It pushed its big bucket scoop into a bank of earth, then lifted it up slowly, turned, and dumped it into the waiting truck. The puffing, clanking machine made me think of a one-armed giant. When it didn't get a good full scoop the first time, the arm went back and tried again. If all of the dirt didn't empty from the scoop into the truck, it waited, and shook the bucket as if it were angry. When the truck was heaped high with dirt, it seemed to say, "There you are. Now you can go," and the loaded truck would pull away.

Write a paragraph describing some form of work that you have seen, either in your community or on a trip you have taken.

Practice 2 — Group Discussion

Make a list of the forms of industry that are going on in your neighborhood or community. Discuss which ones are most necessary. Which ones were carried on at one time in homes? In what industries are the parents of the children in your room employed?

HOW THE INDUSTRY OF TODAY HAS DEVELOPED

Thousands of years have gone by since the days of the cave man. During those years the work of men as

it is today has gradually developed. First, men helped each other to obtain the simplest food and the furs of animals for clothing. Then tools and utensils were invented, and men made and exchanged them. Later came the weaving of cloth and the use of metal. Because of wars and conquests, men came to differ in their station in life, and some men worked for others. Gradually towns grew up, and the people of the towns exchanged what was made in their shops for the food produced by the farmers. Steam and electricity brought more machines. Transportation increased, and the people of the world became more and more dependent upon each other.

Practice 3 — Oral Reports

[*Handbook, Section II, Preparing and Giving Reports*]

Divide your class into committees and let each committee report on one of the steps in the development of industry. Here are some questions for the committees to report on.

1. How were the first tools made?
2. How was metal discovered?
3. How was pottery made?
4. Why was the discovery of glass important?
5. What were the first houses like?
6. Who invented the plow?
7. How is spinning done?
8. How did weaving start?
9. How is cloth made today?
10. What is steel and how is it made?
11. How did the discovery of the wheel affect transportation?
12. Who made the first steam engine?

13. What effect did the discovery of electricity have?
14. Who invented the gas engine?
15. When and how was the first airplane invented?

This will be a test of your ability to obtain information and to make an interesting report.

A few of the books that will be of help to you are:

1. Arnold, Emma J. *Stories of Ancient People*
2. Beeby, D. J. and Beeby, Dorothea. *America's Roots in the Past*
3. Carpenter, F. G. *How the World Is Clothed*
4. Fisher, A. R. *This Man-Made World*
5. Kiner, Grace. *How the World Grew Up*

PRESENT FORMS OF EARLY INDUSTRY

The workers who lived several hundred years ago had very simple machinery, if any. Their work was called handcraft. There are not many forms of handcraft left in industry today. Almost everything we use is made in factories with machinery. Look around your neighborhood or community and see if you can find any examples of the early hand industries. Possibly you will find a rug-weaver, a carpenter, a shoemaker who still makes and repairs shoes. Farming, of course, has changed somewhat less than other industries, and

there you will find some work that is still done the way it was years ago.



Practice 4—Writing a Report

Make a trip to some place in the community where a type of early industry is being carried on. Take notes on your observations. Then write an account of your trip and the work you saw being done. Here are some questions that your report should answer.

1. What industry did you go to see?
2. Where was it located? A shop? A school?
3. Was any machinery used?
4. What article was made? How was it made?
5. How does the industry differ from the early days?

*Practice 5—Giving a Talk**

Get pictures, or slides, or a film to show types of early industry. Then present a program. This is an opportunity to give a talk with the aid of pictures.

If you are appointed to give the talk to accompany the pictures of an early industry, study this industry beforehand, so that you can point out the features of interest. If a film is shown, speak before the film is run and tell your classmates what to look for in the pictures.

VISITING A MODERN SHOP OR FACTORY

The manager of a modern shop or factory will usually be glad to have you visit his plant if you will write to him beforehand. A letter is given as an example.

This is a business letter. Is it a good one? How do you think a class could learn the name of the superintendent of a factory?

Gruyton School
Detroit, Michigan
March 15, 1935

Superintendent A. C. Beringer
Superior Battery Company
Detroit, Michigan

Dear Mr. Beringer:

The sixth grade of our school is studying industries and would like very much to visit your factory and see how flashlights are made. There are thirty-two pupils in our room. We will be very careful to follow your directions and will not interfere with the workers, if you will permit us to go through your plant.

Very truly yours,
George Martin
For the Sixth Grade

Practice 6 — Writing a Business Letter

[Handbook, Section III, Letter-Writing]

Select a factory or shop in your community which you would like to visit and where you believe you would be welcome. Write a letter to the superintendent or manager asking permission to visit the plant.

Practice 7 — Getting Information

Before visiting a factory, read about the industry that it represents. Find out as many interesting facts as possible, how it developed and when, what it manufactures, and where its products are sold.

Practice 8 — Writing a Report

After the visit to the factory write a report on what you saw. If there were several departments, divide the class into groups and have each group report on a separate department. When the reports are finished, select the best and, if possible, illustrate them with pictures. Then bind them together into a booklet. The superintendent or manager, whose guests you were at the factory, will be happy to get such a booklet as a token of appreciation for your visit.

Practice 9 — Writing a Letter of Appreciation

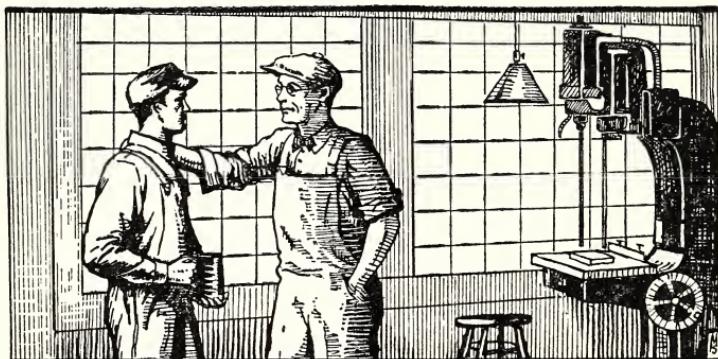
[*Handbook, Section III, Letter-Writing*]

Write a letter to the person who conducted your class through the factory thanking him for his courtesy. Tell him why you appreciated the opportunity to see the plant, and mention some of the most important things you learned from the visit.

TEN YEARS FROM NOW

To find the right place for oneself in this great scheme of industry today is the task that will face most boys and also many girls. Each year thousands of young men and women take their places for the first time with other workers in industry. Some day you will be taking your place among those thousands. It

is well to look forward and make every effort to go into that industry and into that kind of work in which you will be the happiest and the most successful.



Practice 10 — Writing a Paragraph

[*Handbook, Section X, The Paragraph*]

Write a paragraph on “The Work I Would Like to Do.” Here are some of the points you should take up in your paragraph.

1. What the work is
2. Why I believe I would like it
3. What I can do to prepare for it

*Practice 11 — Writing a Letter of Application**

When the day comes for you to get your first employment in your chosen industry, you will probably need to write a letter applying for the job. Imagine that it is ten years from now and that you are about to enter the field of industry for which you have prepared yourself. Write a letter applying for the work that you would like to do. An example of a letter of application is given for your criticism.

1428 Maple Avenue
Houston, Texas
June 3, 1935

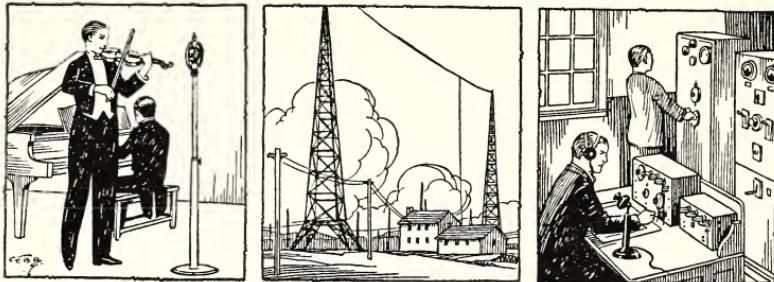
Mr. George R. Schwartz, Manager
Southwestern Construction Company
220 Main Street
Dallas, Texas

Dear Sir:

I would like very much to get a job with your firm. I have been interested in building construction ever since I was a boy. Your company put up the Surety Building in this city in 1923, I believe, and it was watching that construction that started my interest. Since that time I have worked on construction jobs during the summers. Next week I will complete the four-year course in mechanical engineering at the University of Texas.

If you have an opening for which you will consider me, I will be glad to ask several of my former employers and instructors to write to you in regard to me. I enclose a stamped envelope for your reply.

Yours truly,
Robert J. Warren



UNIT XI

THE RADIO

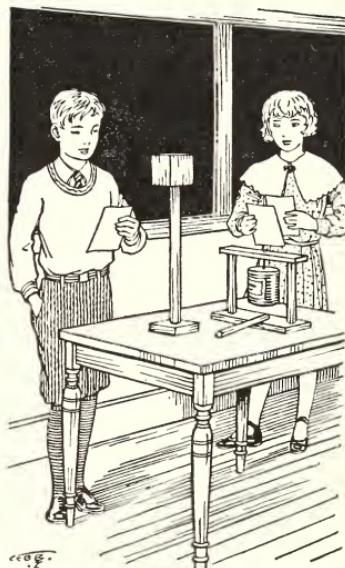
Have you ever visited a radio broadcasting station? The studio where the speakers or the performers send their voices into the microphone is a sound-treated room. The walls are covered with velvet or some other sound-absorbing material, so that there will be no echo and the voice will be heard distinctly over the radio. In New York City there exists the largest group of broadcasting studios in the world. One of them is an immense theater. This radio center is called Radio City.

If you were going to broadcast, what are some of the things that you would do? Would you prepare carefully? Yes, indeed, for wouldn't it be embarrassing to stumble and mumble when so many persons would be listening to you through their radios? How would you prepare yourself? First, you would want your radio talk to be interesting to the listeners. Then you would have only a limited time, so you would have to have your talk carefully organized. Finally you would need to speak clearly and distinctly.

Practice 1 — Broadcasting Radio Programs

The entire class will be a radio broadcasting company. One pupil will be the manager of the station; it will be his duty to arrange the programs. Several pupils will specialize in announcing. A radio announcer today is a trained person, who usually speaks well. Some of the class will appear on the programs with school talks on topics of interest to the pupils. Others will appear as entertainers.

Here is the outline of a radio broadcast given by one sixth grade.



Length of time on the air — 10 minutes.

(*Gong is struck three times.*)

ANNOUNCER: This is station LSSG (Longfellow School Sixth Grade).

We are especially pleased to bring to our radio audience this morning a ten-minute program that combines entertainment with a talk on a subject of interest to you all.

First, I shall present our good friend Bill Walton, who delighted us with his harmonica selection last month. Bill will play this morning that cowboy melody, "Home on the Range." (*Bill plays for two and one-half minutes.*)

ANNOUNCER: The school nurse has requested one minute for an announcement. Miss Burns, our school nurse.

MISS BURNS: (*Makes announcement in regard to dental examinations.*)

ANNOUNCER: Have you ever visited the capital city of

our nation? If you have, you will be interested to check your impression with that of our next speaker. If you have not visited Washington, D. C., you will be glad to hear our classmate, Louise Taylor, tell about her visit in that city last month. Louise Taylor.

LOUISE: (*Speaks for 4-5 minutes on her trip to Washington, D. C.*)

Rules for Radio Broadcasters

Below are some simple rules for speaking before the microphone.

1. *Manuscript.* Unless you are an experienced speaker, it is best to have a completely written out copy of your broadcast before you as you speak into the microphone. Very few professional broadcasters are without such a manuscript.

2. *Posture.* Take careful note of your posture before the microphone. If you are standing, stand squarely on both feet and keep your lungs well expanded. This posture will give you a constant reserve of energy, so that you will not feel compelled to strain your voice. If you are sitting, take a comfortable position and be slightly relaxed.

3. *Voice.* Beginners in broadcasting are apt to speak with a strained and unnatural voice. This oftentimes is harsh and unpleasant to the listeners. A tone of friendliness is much more effective than a loud or shouting voice that sounds like someone addressing a crowd.

4. *Enunciation.* Words should be spoken distinctly, but at the same time naturally. The natural expression is obtained by the right phrasing; that is, by grouping together words that go together, and then pausing briefly before going into the next phrase.

In the following example of phrasing when speaking over the radio, the length of the dash gives an idea of the length of the pause.

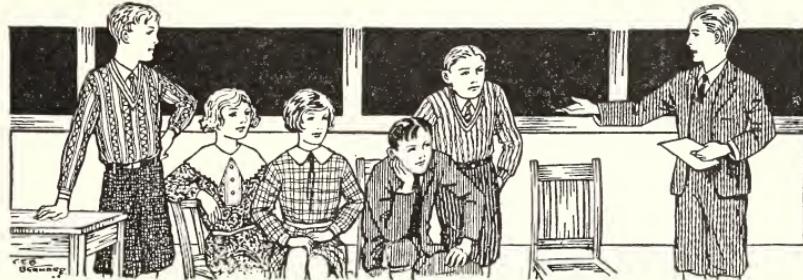
When the warm days — of June — come — and the ice is all melted — the trapper — takes his family — and his load of furs — and sets off — in his canoe — for the nearest trading post — There — he trades fur pelts — for necessary supplies — and — after a short picnicking — with his friends — he starts back — with his heavy load — paddling against the swift current.

When you have heard one of your class radio programs, answer these questions:

1. Does the announcer speak so that you can understand him easily?
2. Does he start his broadcast in a way to interest you?
3. Are there any words that he doesn't speak distinctly?
4. Can he receive any help from Section XI of the Handbook on "Improving Your Speech"?
5. Does the singer pronounce the words of the song so that you understand them?
6. Does the speaker phrase his words so that it is easy to get the meaning?

Criticizing Radio Broadcasts

The newspaper in each issue has a column or two announcing the programs of radio broadcasts for the



next day or next week. Bring to the class a clipping of this announcement, and decide on some one broadcast that you think will be interesting and worth while.

The commercial concerns have most of the programs, and the announcer usually advertises the product of the concern just before and just after the program. Do you think this is a good thing? Do you think there is too much advertising in radio?

*Practice 2 — Discussing and Debating**

The chairman of the debate can select two pupils to tell why they believe radio advertising is necessary, how it makes possible expensive programs, and does no harm. He can select two others to tell why they believe radio advertising should be reduced to a small amount of the total time. Each speaker should speak to the class in turn, with a time limit of possibly four minutes for each talk. This will be a good opportunity to test your ability to convince others, to persuade them to believe as you do. This is an ability that will be important for you to have as you grow older.

Here is a brief outline of the argument.

IS THERE TOO MUCH ADVERTISING OVER THE RADIO?

Yes

1. Too much time is taken from good programs to advertise goods.
2. There are too many interruptions of good programs by the announcers advertising the goods of the sponsoring company.
3. Radio programs are controlled too much by commercial interests.

No

1. The advertiser will be careful not to take too much time and become disliked.
2. Broadcasting companies realize that frequent interruptions of a good program are not good for the business of the sponsors.
3. If the commercial interests did not sponsor radio programs, we would not have so many good programs.

Yes

4. Programs that might tell us about wrongs some very powerful company is doing are kept off the air.

No

4. The large broadcasting companies do not deny the use of their radio to either side of an important public question.

The News Flash

Nearly every radio station broadcasts some news of the day. Usually the first item in the news broadcast is the weather forecast. Then the important news items are given. Tune in on your favorite station and notice how the broadcaster gives you a short statement about the important happenings in the world, the nation, and in your community. In one school the boys obtained a small microphone, and each Friday one member of the class was selected to broadcast to the room the items of interest to the pupils. The broadcast sounded something like this:

This is station WSSG (Washington School Sixth Grade) giving you the news of the day. We will give you the weather forecast first. Tomorrow will be unsettled, with a possibility of showers. If the sky is cloudy when you start for school, you'd better take your raincoat or an umbrella.

The mayor of the city has proclaimed next week as Fire Prevention Week and requests all citizens to remind themselves of precautions against fires in homes and places of business.

The police department has succeeded in capturing the two robbers that broke into Johnson's store Saturday night.

The ball game between the Washington and Hawthorne Schools will be played at four tomorrow afternoon. Captain John Miller of the Washington team states that his team is in good shape and hopes for a victory.

The sixth-grade play, entitled "The Merry Men of Sherwood Forest," will be presented in the Washington School auditorium next Wednesday at 2:30 P.M. Mary Marcos will take the leading part. You are cordially urged to invite your parents and friends.

School will be closed next Friday on account of the teachers' convention.

This is Station WSSG signing off. I thank you.

Practice 3 — Writing a News Flash

Possibly you can do the same thing in your class. Set a time each week for broadcasting your news flashes.

Practice 4 — Selecting the Best Radio Programs

Radio programs that we can listen to in school or at home are something like the books we read. They may



be very interesting, or they may be just the opposite, very dull and uninteresting. They may give us the story of an adventure, which although it is interesting and exciting at times, yet is true to things as we know them to be. On the other hand, they may be cheap and unreal, just thrillers to excite us, like the cheap novels that are sometimes printed.

The programs for boys and girls are usually given by the large broadcasting companies

early in the evening, between five and seven o'clock. Pick out a number of radio programs. Report on them

and discuss them in class. If you believe they are good, tell why you think so. If you believe they are poor, give your reasons for thinking that, too.

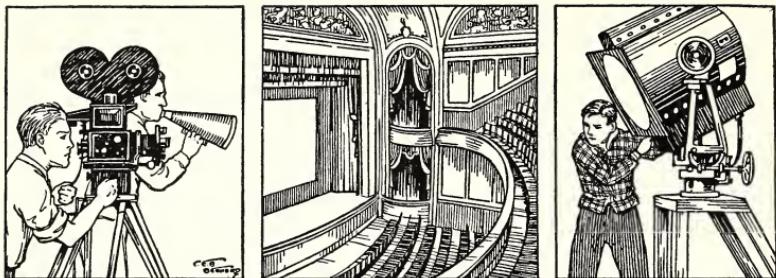
What are some of the points in a good radio program? Here are a few.

1. It is interesting.
2. You can understand it easily.
3. The characters are good. They seem real. You feel that you know them.
4. The things that happen could really happen.
5. You learn some things that you didn't know before about airplanes, animals, and so forth.
6. You want to hear the next chapter.
7. You learn something — for example, to be kind to animals or courteous to people.

Here are criticisms of a poor radio program.

1. It is too exciting — sometimes even blood-curdling.
2. The characters are not real. You always realize that they are just people speaking at the broadcasting station.
3. It doesn't tell you anything new and really interesting.
4. It doesn't make you admire any good qualities, like kindness, courage, or cheerfulness.

After you have selected a radio program that you all like and that you have agreed is a good one, select one member of the class, a different one each day, to report on the story which that radio program is giving to you.



UNIT XII

THE PHOToplay

SELECTING A PHOToplay

Some children go window-shopping for their "movies." You have probably seen them gathered around the posters outside the motion-picture theater. Maybe you have been coaxed into a theater yourself by the exciting pictures that are hung outside to arouse your curiosity. Often you are disappointed because the play is not nearly so good as the posters promised that it would be.

Another way in which people are often persuaded to buy tickets to a motion picture is by the advertisements in the daily papers. That is not a very good way to select your movies. The words that are used to describe the various pictures are all so much alike that you know they cannot be true of every picture. You find such words and phrases as these in the advertisements:

Superb	Astounding
Thrilling	Gorgeous
Tremendous	Stupendous
The most talked about film of the year!	
The season's greatest picture!	

You realize that it may be a very ordinary picture that is being highly advertised.

If you wait until the second or third day after a picture has come to your town, some of your friends may be able to tell you whether the play is worth while. If your taste in motion pictures is like that of your friends, their remarks about the film will be a help to you.

Some persons do not take time to select their motion pictures at all. They just go to see the nearest picture or the one at the biggest, showiest theater.

When you go into a library to get a book to read, you do not take any book you happen to see. You know that there are certain books that you will enjoy reading and others that will be uninteresting or too difficult. Photoplays are somewhat like books in that respect. You will find that it is as wise to choose carefully the one you go to see as it is to choose the book you take from the library to read.

How are you going to tell which photoplay, or "movie," as we often call it for short, is good? In selecting a book, you look through several of them and get the opinion of your classmates, your teacher, or of the librarian. If we could sample the motion pictures in that way, or always talk with someone who had seen the play, it would not be hard to choose one. But there are other ways of finding out what a photoplay is like, even though we can't have all the help we have in choosing books.

One of the best ways in which to learn about a photoplay is to read the articles called *reviews* that usually appear in newspapers and magazines when a photoplay is first shown. They tell the good things about a play and also the things that are not good.

Practice 1 — Reading a Photoplay Review

Bring to the class clippings from newspapers and magazines that contain reviews of photoplays that are being shown in your town this week. Decide which play promises to be the best. Tell why you believe it should prove to be the best.

Here are two short reviews of the same photoplay. Which do you think is the better? Which makes you want to see the film? If you have seen the play, do you agree with the reviews?

1**LITTLE WOMEN**

With both tears and laughter we relived the lives of these four New England girls and their mother whom we have loved since we were ten and read Louisa M. Alcott's book. Even though the time is that of the Civil War, the story seemed as real and true as though the "Little Women" were our own neighbors. The scenery and costumes were quaint and lovely. I stayed through two showings and even then hated to leave, just as I hated coming to the end of the book when I read it for the first time.

2**LITTLE WOMEN**

A delightful film, superbly produced, brilliantly directed and acted. It follows the book exactly and brings to life the charming story of family life seventy years ago. A nearly perfect picture.

Practice 2 — Writing a Review

[*Handbook, Section X, The Paragraph*]

The members of the class who have recently seen a good photoplay can write a review of it for those who

have not seen it. If you believe that the play which you have seen was a good one, try to do it justice in the report you make to your classmates. If you believe that the play was not very interesting and not really worth going to see, write a review in which you explain to your classmates what you didn't like about it.

You will find that a complete review of a photoplay contains something about each of these three points:

1. The plot — the story that the play unfolds.
2. The acting — whether the characters seemed real and true to life.
3. The photography — in outdoor scenes this is important.

Reviewing a photoplay is a good opportunity to improve your ability to write paragraphs.

MAKING PHOTPLAYS

Most boys and girls are interested in knowing how photoplays are made. A few books and magazines tell about the photography and the directing of the plays. There are many poor magazines about motion pictures. Be sure to use one that has true and valuable reports. You may need to ask advice of your teacher on this.

Practice 3 — Making a Committee Report

Committees can look up information and make reports to the class on topics like these:

1. How animated cartoons are filmed
2. How the sound is recorded and reproduced
3. How train wrecks and plane crashes are filmed
4. How color films are made

Practice 4 — Making an Individual Report

Some of the pupils in your class have cameras and enjoy taking pictures. You may even be fortunate enough to know someone who has a motion-picture camera and will show you how it works. You will learn much about motion films by examining ordinary camera films. Someone may be willing to bring his camera and some of his pictures to school and show you how pictures are made.

Practice 5 — Reporting a Newsreel

At almost every showing of a photoplay there are also some short features either before or after the main play. One of the most interesting features is the newsreel, which gives us a picture of the interesting or important events of the week before. When you have your next current event reports, some of you may tell what you saw in the newsreel.

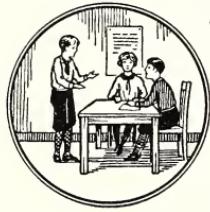
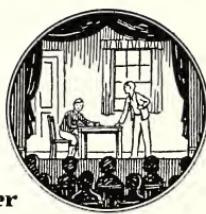
Part II

YOUR HANDBOOK



YOUR HANDBOOK

This book is to be used as your mother uses her cookbook or your father uses an encyclopedia. You will look up in it just what you need whenever you need it, read it carefully, and follow suggestions. You may need to use the Handbook when you are writing a letter, making a report, working with a committee on a program, and at many other times. . . You never knew a sensible person to read a cookbook or an encyclopedia from the first page through to the last, nor will you read this book in that way. You and your teacher will decide which parts to read and when to read them.



∴ The Table of Contents and Index will save your time. Use them often. ∴



SECTION I

USING BOOK TOOLS

We are fortunate in having much of the knowledge that man has gained through the ages gathered into books to which we may go for information. A library is a gold mine of learning and pleasure if we know how to find the treasures. The purpose of this unit is to help you to learn how to explore in books. In the days of pirates those who hunted for treasure had maps and directions. Book Land has some maps and guides that you can use when you understand how.

Every library has a big guide to its books, a card catalog. There you can find the numbers of the books that you need, and by the numbers you can find the books on the library shelves. The numbers will tell you where to hunt in the library, just as the marks on the maps told the pirates where to dig for treasure.

Certain parts of a book are guides to what the book contains. You know already that nearly every book has a *table of contents*, and that many books have *indexes*, also.

KEY WORDS OR TOPICS

In choosing the words for an index, authors pick out *key words*. These are words that suggest the topic of

the page or paragraph. They are the questions or subjects with which the printed material deals.

In finding material on a topic, you will probably have to look up several key words. Look in the indexes under all words that seem closely related to your topic. Thus, if you were using your geography in order to find out something about the pine forests of Florida, you might look under *Florida*, *forestry*, *pine*, *lumbering*, or *Southern States*.

Practice 1—Choosing Key Words

In using an index always look under more than one key word. If you want to find material on Thomas A. Edison, you may use as key words *Edison*, or *inventor*, or *scientist*. Or you may study a man like Edison through something which he has done or made, as *electric light* or *phonograph*.

Suggest two *key words* to help you find material on the following persons:

1. Clara Barton	6. Charles A. Lindbergh
2. Alexander Graham Bell	7. Richard E. Byrd
3. John Burroughs	8. Samuel L. Clemens
4. John Joseph Pershing	9. Albert Payson Terhune
5. Theodore Roosevelt	10. Lorado Taft

Practice 2—Choosing Key Words

Since there are no rules to tell you what key words to use in looking up material, you must use your imagination.

From the list of possible key words select the ones that might help you to find material on each of the two subjects, *Architecture* and *Measuring Time*.

churches	buildings	rivers	water
cathedrals	calendar	paper	clock
watches	automobile	stone	furniture
hour glass	roads	temples	weather
sun dial	pyramids	Greece	columns

In encyclopedias you often find references to other topics, as *See Inventions*. Always look up those references. At the end of chapters and books you sometimes see lists of other good books on the subject. Use those lists, also.

THE CARD CATALOG

For every book in the library there are always at least two cards in the card catalog. Each card gives the name of the book, the author of the book, and the library number of the book. Often it gives the publisher and the date of publication. Sometimes other information is given, also.

A book that is not a story-book can be found by its title on the *title card*, the author's name on the *author card*, or the subjects with which it deals on the *subject cards*. Why does the librarian make several cards for each book when the same information is given on all of them?

The content or topic of the book is often typed in red to distinguish it from the title. Titles are typed or printed in black.

Books are arranged on the shelves according to the numbers. The librarian can show you in a few minutes just where to look for certain numbers. After you understand the arrangement, you will be able to find books without help.

MAKING A BIBLIOGRAPHY

During this year of work you should train yourself to refer to a book by both the title and the author's name. It is always wise to give the author's name completely. Have you ever tried to use the card catalog to find a book by a person named Smith when you did not know the rest of his name? If you try it, you will understand why the full name should always be given.

BOOK LISTS

There are many ways to give book references. A book list is called a *bibliography*. The following form is satisfactory for your use:

Author's last name	,	Author's first name
Title of book		
(The words of the title should be underlined.)		

When you write the first name after the last name, place a comma between them. The last name is placed first because books are arranged and listed according to the first letter of the author's last name. The title may be placed right after the author's name with a period between, if you prefer. These books are listed correctly:

Miller, Joaquin
Overland in a Covered Wagon

Weed, Clarence M. Insect Ways

Sometimes you will want to give the publisher's name. The form below is correct. This book has three authors.

Washburne, Washburne, and Reed
The Story of Earth and Sky
D. Appleton-Century Company

STORY OR MAGAZINE LISTS

Sometimes you wish to list a poem or a part of a book or magazine. Then you will need to give both the name of the story or article and also the name of the book or magazine. If you refer to a magazine, give the date of the magazine in both month and year. This form will be satisfactory for you to use:

Author of story or article, Title of story or article
(In quotation marks)

Title of book or magazine, _____ Page numbers
(Words of title underlined)

Sir William S. Gilbert, "The Yarn of the Nancy Bell,"
The Poetry Book, VI, pages 39-42

Mabel S. Merrill, "Lonesome Abe," Child Life, February, 1933, pages 56, 77, 79

The word *pages* may be abbreviated *pp.*

USING THE DICTIONARY

A dictionary is a tool chest for those who want to write and speak well. The tools are words with directions for their use. When you do not want to use the same word over and over again, you can find in your dictionary tool chest another word with nearly the same meaning, a *synonym*, to make your sentence interesting. If you do not know how to pronounce a word, how to spell a word, how to divide a word at the end of a line, or the meaning of a word, you will find in the dictionary the answer to your problem.

This useful book is not a new friend to you, but there are probably many things about it that you have never

discovered. Take time at the beginning of the year to get thoroughly acquainted with all parts of the dictionary.

Practice 3—Exploring in Your Dictionary

Some of the following sections will be found in your dictionary. How many can you locate? Perhaps the titles are different in your dictionary.

Abbreviations	Biography
Proper Names	Gazetteer
Foreign Words	Names of Persons and Places
Key to Pronunciation	Mythological Names

Keys to Pronunciation

It is important for you to understand how your dictionary marks the sounds of letters and the accent of words. All dictionaries do not use the same signs. Learn your own system of signs thoroughly. Then you can compare it with others.

Notice in looking up pronunciation that sometimes words have two accents: a strong, or *primary*, accent and a weak, or *secondary*, accent. Accent is very important in pronunciation. Sometimes a word means one thing when it is accented one way, but a different thing when it is accented another way.

Practice 4—Marking Accents

Using your dictionary, mark the accent for the underlined words as they are used in the following sentences:

1. The content of the book was interesting.
2. He was not content with his grade.
3. The statue was a present to the school.

4. We will present the program in the auditorium.
5. You can secure a permit to drive.
6. We should never permit children to play in the street.
7. The book was an object of curiosity.
8. The boys object to our using their club room.

Proper Names

This section is valuable for spelling and for meanings. The information given is very brief, but sometimes that is all you need.

Practice 5 — Using the Proper-Name Section

Use the proper-name section of the dictionary to answer the following questions:

1. In what country is the *Black Forest*?
2. What is *Jamaica*?
3. In what year did *Theodore Roosevelt* die?
4. What U. S. government building is at *Rock Island, Illinois*?
5. Show the correct pronunciation for *Adirondacks*.
6. When did *Alfred the Great* live? From
to
7. Is *Luther Burbank* still living?
8. To whom do the *Canary Islands* belong?
9. Who was *Confucius*?
10. Did *Mohammed* live before or after Christ?

Foreign Phrases

Our language borrows constantly from other languages. We often take expressions from other languages and use them so much that they come to be part of our language. Have you noticed on menu cards

in restaurants the phrases *Dinner à la carte*, or *Table d'hôte dinner*, or *Pie à la mode?* Have you ever heard *señorita*? People write *Bon Voyage* to friends who are leaving on a journey. They speak of someone being *en route*. You can find the meaning for all these phrases in the dictionary, perhaps in a special foreign-word section.

Abbreviations

Some abbreviations that you see, you do not understand. You can find out what they mean by using the dictionary. In some dictionaries the abbreviations are in the main part of the book; in others they are in a separate section. Which is the case in your dictionary? You see advertisements of automobiles priced \$760 *f.o.b.* What does that mean? What is the meaning of *C.O.D.* on a package delivered by the post office?

Spelling

The dictionary helps with spelling. It is easier to find words quickly in the dictionary than in a speller. Why? You should form the habit of checking your own spelling with the dictionary whenever you are in doubt.

Practice 6—Checking Spelling

Which is the correct spelling of these words?

difcuit	difficult	enugh	enough
beautiful	beuautiful	languge	language
beleive	believe	written	writen
crowd	croud	becoming	becomming

Meanings

We use the dictionary most often in order to learn the meanings of words or to find other words with the same meanings so that we do not need to use one word too often.

Often several meanings are given, because our words have different meanings according to the way in which we use them. Notice the different meanings for *run* in these sentences.

He could not *run* because he was so frightened.

She had a *run* in her stocking.

There was a *run* on the bank.

He kept the office boy on the *run* all day.

You will have to select, from the various meanings given, the one that fits the sentence in which the word is to be used. These words that can be used to take the place of other words with the same meanings are called *synonyms*.

Practice 7—Finding the Best Meanings

For the word *draft*, the dictionary gives these synonyms, or meanings: *a sketch or outline, an order for money, a current of air, quantity of liquid drunk.*

Which meaning of *draft* fits each of these four sentences?

1. The architect sent us a rough *draft* of his plans for our new home.
2. Mother caught cold because she sat where there was a *draft*.
3. He took a long *draft* from the goblet, and then looked startled.
4. Father sent a *draft* for the amount of my bill.

SECTION II

PREPARING AND GIVING REPORTS

To the alphabet and the printing press we owe a great debt. It is because of them that we have records and knowledge of the important happenings of the past. It is also through them, chiefly, that we have our information of current events in the form of newspapers, magazines, and books. But in addition to these things we are able, by using these same great inventions, to make many records for the future. By means of these tools we are able to express ourselves and pass on our thoughts to others.

It is our purpose now to show you the best ways to use these tools, so that when people read what you have written, they will understand easily and fully what you wanted to express. Many times during the year you will have occasion to tell your classmates about your studies or your experiences. When you accept responsibility for making a report to your class, you have a real opportunity to share your experiences. It is like going on a hiking trip by yourself and then returning to tell a good listener all about it. You must prepare for the trip, know where you are going, and really get there, or the telling of it will not be any fun.

SELECTING YOUR TOPIC

If you are allowed to choose your own topic for a report, select one that you can prepare thoroughly in

the time that you have. Some topics are so broad that you could spend months or even years studying them without finding out everything about them. It would be hard in that case to select the ideas that would give others a clear, true understanding of the subject. If your topic is too broad, what you say in a brief report will be so general that your audience will have heard or read it and will be bored with the talk.

The first suggestion, then, is that you *limit* your topic. "The Invention of the Steam Locomotive" would be a better topic for a short report than "The Use of Steam." "The Materials Used in Making Rayon" is more limited and therefore easier to make interesting than "Artificial Silk."

Practice 1 — Selecting a Topic

Among the following subjects, which ones are too broad for interesting short reports?

Farming	Telling Time by the Sun
Colonial Life	Important Cities in the World
The Fireplace in the Colonial Home	
The Largest Telescope in the World	
The Golden Gate of San Francisco	
Entertainment on a Cotton Plantation	
How the Barometer Predicts the Weather	

LOCATING INFORMATION

Section I, "Using Book Tools," will give you many helpful suggestions. Ask yourself the four questions that follow. If you cannot answer "yes" to all of them, look up the proper section in this Handbook.

My Library Explorations Chart

1. Can I locate a book in the library by either the title or the author's name?
2. Can I find books on a certain topic by using the card catalog?
3. Do I use the index, the contents page, and the lists of illustrations wisely?
4. Can I select key words to use in finding material on a topic?

The following general reference books will be useful to you many times:

Encyclopedias
Dictionaries

Who's Who in America
Atlases

Do you know where these books are in your library?

Skimming

When you have found a book that you think will give you information, read rapidly through the paragraphs, noting especially the first sentence in each paragraph. If you find something important on your subject, you can stop and read that part carefully. This kind of reading is called *skimming*. It is valuable when you are reading the newspaper, magazines, or the parts of books that you do not need to read carefully. After some practice, you will be able to tell by glancing at a chapter heading and skimming over the pages quickly whether there is anything important for you to read more slowly and attentively.

Interviews

Much valuable information you can secure from people who have studied the subjects in which you are interested or had long experience with them. For example, you might consult the director of a museum if you were studying Indian pottery, the buyer of a silk department in a big store if you were interested in the importance of rayon, the head of a bookstore if you wanted to know what books children like to own, or the postmaster if you were studying the number of letters that are lost in a year and the reasons for their loss.

If you are courteous and businesslike, you will find most persons glad to give you information. If possible, arrange for your interview by telephone or letter before you go. Allow the busy person you are asking for help to set the time for your visit, because you are asking a favor. Know what you want to find out, so that you will not waste time. After you have had such help, always express appreciation. It is thoughtful to take time to write a letter. Section III of this Handbook gives examples of such letters.

Practice 2 — Planning Interviews

Make a list of the persons in your town who would be able to give you information on the following subjects:

Predicting the Weather

The Cost of Removing Snow from the Streets in Winter

The Water Supply for the City

The Trains Entering and Leaving the City

Traffic Rules

The Number of Books Borrowed from the Library in a Day

Observation

The Russian children learn much by observing in factories and on farms, wherever work is being done. You could do the same. Every town has some interesting places to visit. Strangers who visit for a few days often learn more about the beauties and industries of a town than the people who live there. Some buildings in a town — the library, the post office, the police station — are for the use of everyone. We should know about the work that goes on and the services offered in such places in our towns. Newspaper offices, telephone offices, radio shops, telegraph offices, and print shops are all full of interesting things. The farm is a new world to a city or town child who knows nothing about crops and the care of animals. When you are preparing a report, try to get as much knowledge as you can by actually seeing how things are done.

Practice 3 — Listing Interesting Trips

Make a list of the trips in your town that you could take to learn something on these topics:

Early History of Our Town	Our Government
Our Supply of Drinking Water	Our Industries
Where Our Foods Come From	Our Recreation

PLANNING THE REPORT

Taking Notes on What You Read

You often need to write down important points in your reading, so that you can remember them when you are preparing a report. This is called *taking notes*. These suggestions may help you to make useful notes:

Take more notes than you will use later, because you always want to know more about a topic than you will be able to report.

Be brief. You do not always need to write complete sentences. Write only those words that will be necessary to recall to your mind the ideas you want to remember.

Practice 4 — Taking Notes

If you were studying about insects that do harm, and you found the following paragraph, what would you put down in your notes? You may each write down your notes. Then read them to one another for criticism.

About 1892 the boll weevil came into our country from Mexico. It probably came with some cotton plants. For two reasons the boll weevil, which eats the inside of the cotton blossom, is hard to get rid of. First, only twenty-five days are needed for the larvæ that develop from the eggs laid in the bud of the cotton plant to develop into adult insects. Second, one female boll weevil may lay as many as three hundred eggs during a year. Since each egg develops in only twenty-five days, there may be nine or ten generations within a season. The boll weevil buries itself from the frost under leaves or in loose dirt and survives until spring when it again starts out to do serious damage to crops.

When you discuss your notes with your classmates, consider these points: Have I put down only important points? Have I left out unnecessary words?

Practice 5 — Selecting the Important Points

Which of these notes on Andrew Carnegie do you think are important for a report on "The Builder of Libraries"?

Father a poor weaver in Scotland
Made a fortune in Pittsburgh
Father wanted to read books
Established Peace Palace at the Hague
Came to America in 1848
Worked as messenger boy at \$2.50 a week
Invested in manufacture of sleeping cars
Made money in iron and steel
Said, "It is a disgrace for a man to die rich "
Established libraries all over the world
Gave New York \$5,000,000 for branch libraries
For libraries for common people — \$60,000,000

Organizing Your Ideas

In either an oral or a written report you will need to put together the ideas that belong together and arrange what you have to tell in a clear, reasonable order. This is called *organizing* what you have to say. A well-organized report is more easily understood and remembered.

Follow this general plan:

1. Decide upon your main points.
2. Arrange these points in the best order.
3. Select an introductory sentence for each point.
4. Plan the sentences to follow the introductory sentence.

Three main points will usually be a satisfactory number for you to have in your report. Of course, you must be sure that each idea really belongs to your topic.

Practice 6 — Choosing Subtopics

Suggest three points that might be discussed under each of these three main topics. The class will decide

whether the points, or subtopics, that are suggested really belong to the topic.

The value of gardens

Inventions that have helped to improve communication

How our town provides for the safety of its people

Plan the order in which you will present your sub-topics. Plan especially to get clearness. You can give a general statement first and follow with illustrations or reverse this order, but do not put your general statement in the middle. If you are giving the causes of some situation, put them all together. Have things that belong together follow each other, so that your points will be clear.

Practice 7 — Arranging Sentences in Clear Order

The sentences in the report below need to be rearranged. These are the main points under which the sentences should be organized:

1. The religious festivals of the Greeks
2. The appearance of the actors

Select the introductory sentence for the first point. Arrange in order the sentences that belong under that point. Select the first sentence for the second point and arrange the sentences that belong under that point.

THE BIRTH OF THE PLAY

The theater had its beginning in the religious festivals of the Greeks about 2500 years ago. In the fall of the year when the grapes had been gathered, a vintage festival, in honor of the god of wine, Dionysus, was held. There were songs, dances, and sacrifices as thanksgiving pleasures. Year after year the leaders among the revelers at the festivals

repeated their songs and dances until these became regular programs. In the spring the stories of the lives of the Greek gods were told in song and dance around the altars. At the vintage festival jokes were exchanged by the leaders of the groups of revelers. If the audience seemed to be amused by these witty remarks, the jokes were remembered and repeated the next year, until finally a collection of these jokes, songs, and dances came to be the beginning of the comedy of the theater. Comic actors wore grotesque masks to amuse their watchers. The chorus which chanted the stories of the gods were dressed in goat skins. In order to appear larger than ordinary persons, the Greek actors wore high boots with thick wooden soles, called buskins. At first one actor took all of the speaking parts, leaving the rest of the story to the chorus. Gradually there came to be more and more actors taking speaking parts, until the real play developed. The mouths of the masks were made large to allow the voices to carry.

Outlining

An outline helps us to think clearly and to arrange in order what we have to say.

Practice 8 — Selecting Main and Subtopics

In a study of communication the following points were taken up. Arrange them in outline form by selecting main topics and putting the lesser topics under them. Your outline will have three main points. There will be three subtopics under I, three under II, and four under III.

Early Methods	Post Rider	Radio
Picture Writing	Signals	Thomas Edison
Men Who Helped	Telegraph	Air Mail
Samuel Morse	Wireless	Modern Methods
	Alexander G. Bell	

Outline Forms

When you need to make an outline, this form will be helpful to you.

- I.
 - A.
 - 1.
 - a.
 - b.
 - B.
 - 1.
 - a.
 - b.
 - 2.
 - a.
 - b.
- II.
 - A.
 - B.
 - C.

GIVING YOUR REPORT

Starting Off

Do not worry about an introduction. Let your first sentence tell something important about your subject. It is your first sentence that will catch the attention of your listeners. Make it challenging. Which of these sentences would be more challenging?

The teletypewriter is an important invention.

The news of Lindbergh's successful flight was received on the teletypewriter in our newspaper office one hour after he landed in France.

In telling stories, start with the action. A long introduction is tiresome. Section X of this Handbook will help you to select good beginning sentences.

Illustrating Your Points

Illustrate your report with pictures or charts if you can. Advertisers know that people will remember illustrations. If you cannot use pictures, you can give examples to make your points both clear and convincing. If you make the statement, for instance, that animals make preparations for the winter, you should illustrate it by telling what preparations certain animals make.

Summaries

Summaries are valuable to help you to clear up your own thinking. They are merely a statement of your main points in sentence form. You may close your report with a summary if you want to help your listeners to remember your main ideas. The following is an example of a summary.

LIGHTING OUR CITIES

In early days the only lights were torches or lanterns carried through the city. Then metal lanterns with candles inside were hung at the entrances to homes at night. Oil lanterns took their place, and some of these were placed on tall posts. They were lighted at twilight by a lamplighter. There were few cities that had even these crude lights. One hundred years ago gas was used for the first time for street lights in Baltimore and soon afterward in Boston and New York. About fifty years ago New York had the first electric street lights. Now even a little village has its "Great White Way."

SECTION III

LETTER-WRITING

During the year 1932, when the two hundredth anniversary of George Washington's birth was being celebrated throughout the United States, a collection of letters written by the famous first President was displayed in the Congressional Library at Washington, D. C. Thousands of persons stood for long periods straining their eyes to read the words in faded ink. Many said, as they turned away, that no pictures or stories of the man had ever made Washington seem so real to them as did those letters in his own handwriting.

Museums are full of the letters of famous people. Anyone who owns such a letter prizes it highly because it is a record of the thoughts and attitudes of the person who wrote it. The people who put their real opinions and feelings into their letters are the ones who write most interestingly.

Letters are just another way of talking with our friends. We write whenever we want to ask or tell them something. Just as we always answer our friends when they speak to us, so we should always answer their letters. Many persons have been close friends for years without any chance to see each other or talk except by letter. We write letters for many reasons, some of which are given in what follows.

COMMON REASONS FOR WRITING LETTERS**Newsy Letters to Friends**

We often write letters to friends or members of our family because we are too far away to talk with them. Such letters are just written conversations. Your friends like to have you write as you talk, so that they will feel, when they have read a letter from you, that they have been with you and have heard you telling your interesting experiences. An example of this sort of letter is given farther on in this section.

Invitations

You often write a letter to invite someone to come to a party, to make a visit in your home, or to attend a concert or a play with you. Such letters should be very cordial, so that your friends will feel that you are looking forward to the pleasure of seeing them. In them you should give all the necessary details about time, place of meeting, possible ways of traveling, and the type of party or entertainment that is being planned.

AN INVITATION TO A SECOND GRADE

Dear Girls and Boys,

We know that you have been studying about the zoo and the animals out there. A group of our class have been reading stories about wild animals. We would like to tell the stories to you in our room at two o'clock on Thursday afternoon. Will you come?

Sincerely yours,
The Sixth Grade

AN INVITATION FOR A CAMPING PARTY

Camp Waubena
Tomahawk, Wisconsin
July 7, 1935

Dear Peter,

Mother is planning a camping party for my pals the first week in August. She said that she would write to all of the mothers to ask permission to have the boys come and to tell them what clothes and equipment they will need. I told her that I wanted to tell you first myself, though.

The fishing is great. We've been getting lots of pickerel and bass and Dad even got a muskie! Mother has the joke on us, though, because she fishes with a plain hook and line, and her record is better than either Dad's or mine with all our fancy tackle.

You'll like the cottage. It's made of rough logs and has a great big fireplace. I'm glad Mother hasn't dolled it up, because we don't have to be fussy about it.

I'll leave all the rest until you come. Gosh, I hope you can make it. I'm asking Todd, Russ, Jim, and Allen. As soon as your mother gets my mother's letter, I'll be looking for your answer.

Your pal,
Dick

AN INVITATION IN THE FORM OF A NOTICE

The Book Club will present a program of scenes from their favorite story books in the Auditorium on Tuesday, November 11, at 1:30 p.m. It will be a contest in which you are expected to guess the title of each book from which a scene is played. You are cordially invited to come and take part in the contest.

Replies to Invitations

All invitations to join parties, take part in programs, make visits, or join clubs should be answered courteously and promptly, whether or not they are being accepted. Appreciation for the invitations should always be expressed. If you must refuse the invitation, it is thoughtful to give the reason why you cannot accept.

The reply to an invitation should be in the same style as the invitation received. If the invitation is very informal, like Dick's, the reply should be informal, too. Peter might answer Dick's invitation in such a letter as is shown here.

Sparta, Wisconsin
July 12, 1935

Dear Dick,

Your mother's letter and your letter came the same day. We've talked it all over, had a family conflagration on it a whole evening, but I guess I just won't be able to make it.

You see, Dick, Dad took me to Chicago for a week in June. That was to be my real treat this vacation. I chose that instead of going to a boys' camp as I've always done before. We are all going to Stevens Point the end of this week to Grandmother's farm. I'll have to go along. I'm mighty sorry to miss the chance to go to your camp.

Say "Hello" to the other fellows for me. Catch a muskie as my share of the fishing.

Mother said to tell you that she appreciated your asking me. She's writing to your mother. I'm certainly glad you thought of me, too, even if I can't go.

Good luck fishing!

Peter

Notes of Thanks or Appreciation

To thank a host or hostess for the pleasures of a visit, or a friend for a gift or kindness, a letter should be writ-

ten promptly after the kindness has been received. It should express your sincere appreciation for entertainment or for any effort that has been made for you.

Lapham School
Madison, Wisconsin
December 10, 1934

Dear Mr. Christianson,

We tuned in for your radio talk on beavers today and enjoyed it very much. We are learning to take notes on radio talks. It is fun because we use our notes later on when we summarize the talks or answer questions that come up in discussion.

We have heard that it is hard to talk over the radio because the one who is broadcasting does not feel that he is talking to an audience. We want you to know that thirty-five boys and girls, at least, were in your audience today. I have been asked to thank you for the class!

Very sincerely yours,
Allison Dunn

Letters of Sympathy

To express sympathy to friends who are ill or who have had trouble, letters should be kindly and encouraging. Your first thought in writing such a letter should be to let your friend know that you are sympathetic and that you will be glad to help in whatever way you can. The condition your friend is in and other circumstances will determine just what you will write.

1406 Jackson Street
Sioux City, Iowa
February 6, 1935

Dear Joe,

I was mighty sorry to hear of your accident. Mother telephoned to the hospital for me every day last week, so that I would know how you were getting along. They told her today that you would be going home soon, but that you'll have to keep your leg in a cast.

The fellows are making some plans that you'll like. We are not going to let you be lonesome. I'm sending these Skippy pictures to you because I'm afraid you may be missing a chance to read the papers.

I'm coming up as soon as they let you have company. We are going to take turns, Bob and Russ and I, because we'd be too noisy if we all came at once.

We certainly miss you, Joe. Get well fast.

As ever,
Sam

QUALITIES OF GOOD LETTERS

Something has been said already about the way that certain kinds of letters should be written. Here are some things that you would do well to keep in mind in all letters.

1. *Put the receiver of the letter first in your thoughts.* The interests and likings of the one who is to receive the letter are more important than the interests of the one who writes the letter. If you know that your friend dislikes camping but enjoys reading, give only a short paragraph to your last fishing trip. Write about plays that you have seen recently or books that you want to discuss.

2. *Answer questions in letters received.* All questions or requests that you have received in your friends' letters should be answered completely and courteously. This means that you will be wise to form the habit of keeping your friends' letters, at least until you have answered them. If you read over the letter you received just before you reply to it, you will not be likely to forget to answer the questions in it.

3. *Express opinions and feelings in addition to telling news.* Give your own opinions about the happenings that you report along with the happenings themselves. A letter should be more personal than a news report in the daily paper. Your friend wants to know what you are feeling and thinking about the events that you relate. The following selection from a letter written from Panama to a friend in this country is a good example.

"I was surprised to know that rice could be grown at this altitude and without standing water. My geography teaching was incomplete, if not actually incorrect. The natives plant the rice as we plant oats at home. When they gather it, everyone turns out, men, women, and children, to work all night. As they work, the men make the strangest noise, sort of a cross between a yodel and a yell in shrill minors. Imagine hearing the whole gang at it all night! I was fright-

ened the first time I heard it, but now I rather enjoy the rhythm of it. Probably the Negroes picking cotton sound much the same, except that their singing is more musical."

4. *Write on only a few different topics.* Choose a few interesting happenings to tell rather completely, personally, and humorously, perhaps, instead of reporting sketchily on many happenings. This is often spoken of as using "few centers of interest." A picture with too many details is confusing. So, too, a letter with only a sentence or two on each of many topics does not give a clear and vivid impression of the writer, and it sounds too jerky when it is read.

5. *Write legibly, neatly, and correctly.* Penmanship, spelling, punctuation, and arrangement should be given careful attention. Letters that are not legible and neat are often difficult to read and easily misunderstood. Clear writing, the correct spelling of every word, and the proper punctuation and arrangement of letters are expected of educated people. These things are like good manners. If a letter is worth writing, it is worth writing in so attractive a way that the receiver will find it easy and pleasant to read. Section VI on Capitalization and Section VII on Punctuation, in this Handbook, will help you.

Practice 1 — Criticizing a Letter

Read the letter on the next page from Margery to her Aunt Ella. Criticize it on each of the five qualities of good letters just mentioned. Can you add any other points to the five that have been given? It is a good plan to make your own standards.

923 Hollywood Boulevard
Los Angeles, California
September 13, 1935

Dear Aunt Ella,

Before you came out to see us I never could think of anything to write to you. Now I just keep remembering all the questions you asked when you were here. You didn't see half the interesting sights.

Dad likes the mountains and Mother likes the seashore, you know; so we take turns going to each. This is Mother's week-end; so we're going to the beach Saturday morning and stay until moonlight. It's exciting to jump into the waves in the dark and ride back on the sand. Last time there was so much sea weed along shore that Mother said I looked like a Fiji Islander in a grass skirt when I came out.

You asked if we were going to move. It doesn't look that way. Mother looked around but she decided our house was pretty satisfactory after all. Father teases her by saying she was just too lazy to move.

I'm glad that I'm not changing schools. We have departmental work this year. It's like high school with so many teachers. I like going to different rooms. The science room is my favorite. We are studying magnets and making our own compasses.

Lovingly yours,
Margery

THE ARRANGEMENT OF FRIENDLY LETTERS

The Heading

The heading gives the address of the person who is writing the letter and the date of writing. In the heading, enough information should be given so that

an answer to the letter can be mailed to that address. It should include the name of the street, the house number, and the names of the city and the state. Where people have their mail placed in a post office box instead of having it delivered, the box number should be given. In the country, a rural route number is often needed.

The following headings are correct:

Silverton, Colorado

R. F. D. No. 3

September 9, 1936

Jackson, Tennessee

June 9, 1936

1621 East Twentieth Street

732 Second Street

Apartment 34

LaCrosse, Wisconsin

New York City

January 7, 1935

April 21, 1935

Practice 2 — Writing Letter Headings

Write your own address and the date in a letter heading. Arrange it like the sample headings just given. Have you spaced the heading so that your writing is not crowded?

The first line of the heading should be placed at least an inch down from the top of the paper. If you begin the line about the center of the page, leaving a good margin above, your writing will not be crowded, as the example on the right is.

GOOD SPACING

917 Locust Avenue
Long Beach, California
February 22, 1938

POOR SPACING

917 Locust Avenue
Long Beach, California
February 22, 1938

The Salutation, or Greeting

Usually in greetings we make use of the name of the person to whom we are writing. Use the name that you would use in speaking to the person. You may begin with *Dear Sally*, or *My dear Mr. Martin*, or *Dear Aunt*, or *Dear Dad*. When you do not feel very well acquainted with the person to whom you are writing, you will use *My dear _____* because it is more formally courteous than the shorter *Dear _____*.

The salutation begins at the left-hand margin of the paper, well below the heading. In a friendly letter it is followed by a comma.

The Body of the Letter

The body is the most important part of the letter and the part that needs your most careful thought. When you receive a letter from a friend, it is the body of the letter that you turn to immediately and remember after reading. All the suggestions about the qualities of good letters should be studied.

Your letter is like a story and should be written in that form. You will have as many paragraphs as you have different centers of interest. Every paragraph should be indented. The left margin should be kept even with the beginning of the salutation.

Complimentary Close

The complimentary close is merely the few words with which you end the letter. It expresses your friendship and liking for the one to whom you are writing, as the salutation does. Your choice of closing phrase will

depend upon how well you know the one to whom you are writing. Some usual closing expressions are:

Sincerely yours,
Lovingly yours,
Your loving son,

Cordially yours,
Affectionately yours,
With love,

You may use more individual or original closing expressions for your friends if you wish.

The complimentary close is followed by a comma.

The Signature

The signature is placed at the bottom of the letter. It begins just below the complimentary close.

The Envelope

The address on the envelope should be very legible. Postal authorities ask that the name of the state be placed on a separate line.

Your own address should be written in the upper left-hand corner, so that the letter can be returned to you if it is not delivered.

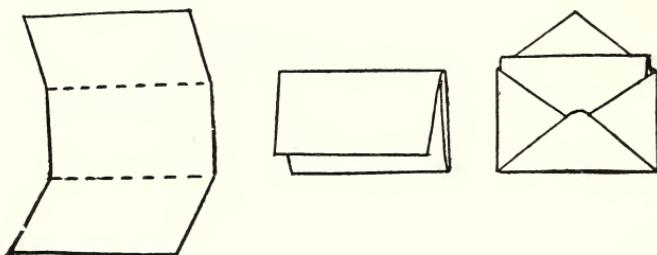
<i>Chester Cameron 609 Michigan Avenue Chicago, Illinois</i>	<i>Stamp</i>
<i>Mr. Samuel Bunnel Spink Arms Hotel Indianapolis Indiana</i>	

STYLE RULES FOR LETTERS

1. Use as few abbreviations as possible. The names of the states should always be written out to prevent misunderstanding.
2. A comma is usually used between the city and the state in the return address. No other punctuation is needed except periods after the abbreviations that are used.
3. Legibility of writing is most important because of the difficulty of reading the many different hand-writings that go through a post office in a day.
4. You should always give the complete address of the person to whom you are writing. Many times post-office officials are obliged to look up addresses in city directories and elsewhere before they can deliver letters. To avoid having to do this again, they often stamp across an incompletely addressed envelope

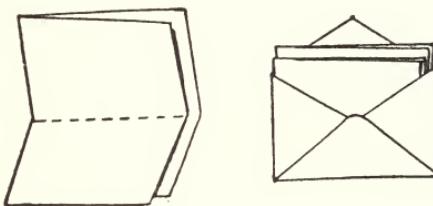
**PLEASE INFORM CORRESPONDENTS
OF YOUR CORRECT ADDRESS.**

5. White or very light-colored paper is considered in good taste. Use blue or black ink and a fine-pointed pen. The envelope should match the paper. Do not use envelopes with decorations on the outside, because such pictures interfere with the clearness of the address.
6. There are two sizes of paper and envelopes that



are often used. A single sheet, about 7 by 10 inches, is folded into thirds to fit an envelope about 4 by $7\frac{1}{2}$ inches.

Another common size is a sheet, either double or single, about 6 by 8 inches that is folded only once to fit an envelope that is $4\frac{1}{2}$ by $6\frac{1}{2}$ inches. Very small or very large envelopes require special handling in the post office because they cannot be cancelled by machine.



Practice 3—Writing Letters

To see how well you can use what you have learned about letters, write and criticize the letters that are needed in these three stories:

1. Molly's mother was taken to the hospital for an operation. Because her father had to work at night, Molly went to the country to stay with her grandmother while her mother was away. Molly was homesick, but she did not want her parents to know it. What did she write to her mother?

2. Ralph had been visiting his friend, Henry, and had forgotten his sweater coat when he packed his suitcase to go home. What did he write to Henry in appreciation of his visit, and how did he arrange to get his sweater without expense to his friend?

3. Jean's cousin had sent her a copy of *Hitty, Her First Hundred Years*, with a letter in which she offered to exchange the book if Jean already had a copy. Jean did have a copy. What did she write?

BUSINESS LETTERS**Qualities of a Good Business Letter**

1. A business letter is always written for a definite purpose, and the writer should make that purpose perfectly clear.

a. If you are asking for information, be definite about what you want to know. This is a paragraph from a letter written by a pupil to a publishing company.

My classmates and I are interested in knowing something about Alida Hurtebise, who wrote several of the stories in *The Child-Story Reader* that you publish. Will you send us her address so that we can write to her? If you know what her work is and whether she has written many other stories, we would appreciate knowing those things also.

b. If you are ordering something, tell exactly what you want and where it is to be sent.

Will you please send to each of the persons whose addresses are below a copy of your 1935 flower seed catalog? All are Chicago, Illinois, addresses.

Paul Roberts, 1607 Woodlawn Avenue

Alice Miller, 3406 Kimbark Avenue

Ned Schiller, 6207 Drexel Boulevard

c. If you are making arrangements for an appointment, make your plans clear as to place and time.

Our class has been studying lumbering. We would like to visit the Forest Products Laboratory on Wednesday, March 17, at 2 : 30 P.M. if you can have visitors at that time. To save you the bother of answering this letter, I will telephone to you at 9 : 00 A.M. on Tuesday to find out whether it will be convenient for you to have us come.

2. Come to the point immediately. Business people will appreciate having your letter as brief as it can be and still be clear and courteous. Do the examples just given meet that standard?

3. Always refer by date to any letter that you have received and are answering. It will help the other person to find the copy of his own letter in his files.

“In your letter of August 29 you asked . . .”

“Since receiving your letter of June 6, I have decided to change the date of my arrival in Milwaukee . . .”

“Your letter, dated March 3, stated that you had shipped the books . . .”

4. Thoughtfulness and courtesy are as important in business letters as in friendly letters. Acknowledge with a brief note of appreciation all favors.

A letter that reads like a military command will not make the one who receives it feel friendly toward the writer. You may not know the person to whom you are writing a business letter, but you may be sure that he will not like blunt, curt, and demanding ways of expressing your wishes. Which of these requests would you prefer to receive?

“Send me all the free pamphlets that you have on the making of cereals. Please rush.”

“If you distribute without charge material on the making of cereals, will you kindly send me copies?”

5. Promptness is important. Many business men answer every letter on the day that it is received. If you are asked for information, send it as soon as possible. If you are making an appointment, write early so that the other person can reply and can make his plans conveniently.

Atwater School

Shorewood, Milwaukee, Wisconsin

November 10, 1934

Mr J. D. Mitchell

Wisconsin Telephone Company

Milwaukee, Wisconsin

Dear Mr. Mitchell:

All the children of our class enjoyed and appreciated the trip that we had through your building. It was generous of you to take time to explain things to us and to answer our questions. I am sure that we shall all be more patient and courteous in using the telephone since we realize now how complicated the machinery is, and how hard it is to give perfect service.

Very truly yours,

Elmer Simon

The Form of Business Letters

In addition to the parts found in a friendly letter, there is one other part in a business letter. That is the name and address of the person or persons to whom the letter is written. This is important in case the address on the envelope is torn or blurred. It is also useful if the letter is kept in a file to be referred to later.

Practice 4—Studying an Example

Notice in the letter to the Museum of Art where the name and address of the receiver of the letter is placed. It is even with the left-hand margin of the letter.

742 Kenilworth Avenue

Lakewood, Ohio

January 7, 1935

Metropolitan Museum of Art

New York, New York

Gentlemen:

If you have a catalog of your pamphlets, will you please send me one? I am particularly interested in securing material on early American furniture and rugs.

Very truly yours,

(Miss) Janet Barnes

Correctness of form is even more necessary in a business letter than in a friendly letter. If your father is a business man, he will tell you how important correctness, clearness, and neatness are in business letters.

Signatures

The signature on a business letter should be so clear that no one can possibly mistake a single letter of the name. All letters should be signed by hand, even though the rest of the letter is typed. Form the habit of always signing your business letters in the same way, so that people will learn to recognize your signature as they do your face.

Practice 5 — Writing Business Letters

1. If you had listened over the radio to a program about transportation, you might want to ask for a free booklet that has been advertised. Imagine that you are writing such a letter to your nearest radio station. What would you say?

2. You may request catalogs or free advertising pamphlets from a business house. You may want such material in studying about ships, airplanes, silk-making, raising bees, dairying, etc.

3. If you are interested in insects, you might write a letter to the United States Department of Agriculture asking for information on the boll weevil and the harm it does to the cotton plants. You might write the nearest United States Weather Bureau to ask for some weather maps.

4. Pretend that your class has been given some money to spend for a year's subscription to your favor-

ite magazine. Write a letter ordering it sent to your school.

5. Write a letter to arrange for an interview or a trip through a factory or some other place that you are interested in seeing because of something that you are studying.

6. Write notes of appreciation for favors or for material received whenever you need to do so.

SECTION IV

GOOD USAGE

"Hey, Mom, ain't you got them cookies done yet?" called Sam, as he burst into the house one afternoon. Then he stopped suddenly, and his face flushed with embarrassment as he discovered that his mother had guests for tea. He did not seem to fit, somehow, because he had on his dirtiest overalls; and his noisy voice and careless words seemed to echo back to him. His mother was startled, too, but she called him to her and introduced him quietly to her guests. She kept him only a minute, while she suggested in a low voice that he run on upstairs to make himself presentable. When he came down later, the tone of his voice and the words that he used were different.

After the guests had gone, Sam and his mother talked over the problem of his choice of words. They agreed that close friends and family would overlook some expressions that other persons might criticize. But habits are hard to break, and the boy who says, "Ain't we got no score yet?" on the playground finds it hard to remember to say, "Have you any tickets left?" when he is talking to the stranger from whom he is buying tickets for a play. Together, Sam and his mother made a list of expressions that he ought to correct to avoid just such embarrassment as he had had that afternoon. Sam took the list to school and told about it in his language class. His teacher and

his classmates decided that they might all do something of that sort and have a class list of expressions to be learned and used instead of some of the incorrect forms they often heard.

For a day or two everyone listened to conversation — his own, his classmates', and his older friends'. Some of them made none of these mistakes, but others made one or two, or many. Each pupil made a list of his own errors to be corrected. The class made up, and used, the list printed here to discover just what expressions needed to be corrected. You may use it in the same way.

COMMON ERRORS

Notice that the list is arranged alphabetically according to the first letter of the word that is wrong. That will help you to locate the words quickly.

<i>Wrong</i>	<i>Correct</i>
ain't, hain't.....	isn't, aren't, hasn't, haven't, I'm not
a orange	an orange
he begun	he began
was broke.....	was broken
he brung.....	he brought
it busted.....	it burst
he come.....	he came
have did.....	have done
he done.....	he did
he don't, it don't.....	he doesn't, it doesn't
I drunk.....	I drank
was froze	was frozen

*Wrong**Correct*

he give.....	he gave
slept good.....	slept well
hadn't ought.....	ought not
to George and he.....	to George and him
my brother he said.....	my brother said
her and me went.....	she and I went
this here book.....	this book
him and me went.....	he and I went
hisself.....	himself
came in the room.....	came into the room
there is four.....	there are four
learn me how to do it.....	teach me how to do it
leave me go.....	let me go
me and Mary went.....	Mary and I went
haven't no (or nothing).....	haven't any, have none, have nothing
fell off of the porch.....	fell off the porch
may of gone, must of gone, may have gone, must have should of gone.....	gone, should have gone
took it off me.....	took it from me
he has ran.....	he has run
he run.....	he ran
I rung.....	I rang
have saw.....	have seen
I says.....	I said
he seen.....	he saw
he swum.....	he swam
theirselves.....	themselves
them books.....	those books
that there book is tore.....	that book is torn

<i>Wrong</i>	<i>Correct</i>
us boys went.....	we boys went
we was, you was, they was....	we were, you were, they were
with we girls.....	with us girls
have went.....	have gone
have wrote.....	have written
it is yourn.....	it is yours
youse boys.....	you boys

THE FOUR COMMONEST ERRORS

Boys and girls in the sixth grade most frequently make mistakes like these: "I seen him yesterday," "John he went alone," "I ain't going," "I didn't want none of them." Now is the time to attack these enemies and conquer them. The following test will show you whether you know what the right expressions are.

Test 1A — The Four Commonest Errors

Number your paper from 1 to 20, and write, next to the number, the correct word or words.

(Bill, ¹Bill he) (²saw, seen) a parade coming down the street. At first he couldn't remember (³any, no) reason for a parade on that day, but suddenly it occurred to him that the circus ⁴was in town. He had (⁵saw, seen) the advertisements on the billboards for the past month.

"(Ain't, Aren't) the clowns funny?" (⁶Jack, Jack he) said, coming up the street. "(⁷Ain't, Aren't) you going this afternoon, Bill?"

(Bill, ⁸ Bill he) answered his chum after a deep sigh, "I
 (haven't no, haven't any) money, Jack."⁹

Jack was sad for a moment. "I (ain't got none, haven't any)
 either," he muttered. Then his freckled face lit up as he
 added, "I (¹¹seen, saw) a sign down the road, advertising for
 water boys. (Ain't, Aren't) you willing to do that for a
 ticket?"¹²

(Bill, ¹³ Bill he) (¹⁴couldn't, could) hardly control his glee.
 "Are you sure you (¹⁵saw, seen) it? Elephants won't drink
 much water. The work (¹⁶ain't nothing, isn't anything) com-
 pared with the fun we'll have at the circus. I (¹⁷saw, seen) that
 sign myself."

Away (¹⁸Bill and Jack, Bill and Jack they) went on a mad
 run toward the big circus tent. There they learned that
 elephants (¹⁹could, couldn't) scarcely be called small drinkers,
 but work (²⁰is, isn't) no work at all when it means admission
 to a real circus.

First Common Error: *Ain't*

When a person hears you say *ain't*, he immediately thinks you are uneducated. Avoid this incorrect word. Say instead:

I'm not going.

They aren't going.

He isn't going.

I haven't a pencil.

We aren't going.

John hasn't an eraser.

Oral Drill

Say these sentences aloud three times each.

1. *I haven't* a book.
2. *She hasn't* any homework.
3. *I'm not* going to the movies tonight.
4. *Isn't this* your book?
5. *Aren't you* going to the game?
6. *That isn't* the answer.

Practice 1

Copy these sentences. Fill each blank with *isn't*, *aren't*, *hasn't*, or *haven't*. Don't write in this book.

1. "That _____ mine," replied Doris.
2. We _____ going to use it at all.
3. He _____ seen his native land in ten years.
4. The birds _____ much food in the winter.
5. _____ tropical fish interesting?
6. It's great fun; see if it _____.
7. _____ you coming with us?
8. There _____ any such book in the library.
9. Jerry exclaimed, "Well, if it _____ Billy!"
10. There _____ much rainfall in western Chile.

Second Common Error: Useless Words

Consider these examples of right and wrong usage:

(Right) John is going.

(Wrong) John he is going.

In the wrong sentence *he* is a useless word.

(Right) Mr. Ferry gives freely to the poor.

(Wrong) Mr. Ferry he gives freely to the poor.

He is not needed.

(Right) Miss Johnson is my teacher.

(Wrong) Miss Johnson she is my teacher.

Oral Drill

Say these six sentences, then again, and then again:

1. Frank said, "Here is my key."
2. Bobby lost the ball.
3. James and Harold are on the team.
4. Mr. Taylor bought a new radio.
5. The catcher dropped the ball.
6. My sister has a garden of her own.

Practice 2

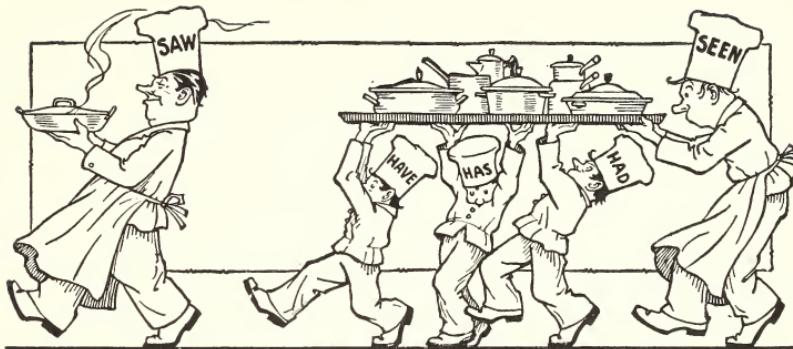
Seven sentences are incorrect. Correct them. What is the useless word in each?

1. Daniel Boone he was a pioneer and backwoodsman.
2. Robin Hood fought with Little John.
3. Lewis and Clark they explored the Louisiana Territory.
4. The pirate he cut the bell from the Incheape Rock.
5. General Pershing he led the American troops in France.
6. President Franklin D. Roosevelt he spoke over the radio.
7. Mary and Alice went to the beach.
8. Colonel Lindbergh he flew to Paris.
9. The King of the Golden River he was very angry at Hans.
10. Donald wished to join the Boy Scouts.

Third Common Error: *Saw, Seen*

Seen always has a helper. Three helpers are *have*, *has*, *had*. *Saw* never has a helper. Say:

I saw	We have seen
You saw	He has seen
He saw	They had seen



*SAW NEVER HAS A HELPER
SEEN ALWAYS HAS A HELPER*

Oral Drill

Say these sentences over and over till they sound natural:

1. I *have seen* three robins this spring.
2. Bobby *saw* the porcupine.
3. We *saw* many wonderful sights at the fair.
4. I *saw* the black-and-white cat first.
5. Marie *had seen* the picture before.
6. George and I *saw* a woodpecker.

Practice 3

Copy these sentences. Use *saw* or *seen* in the blanks:

1. The last time I _____ you, you were ill.
2. I have _____ the three of them together several times.
3. Marie _____ the Empire State Building last week.
4. We _____ a most beautiful sunset on the lake.
5. Perhaps you have _____ this magazine.
6. I haven't _____ Niagara Falls by night.
7. Through the thicket she _____ the gray mare.

8. When Charlie ----- her, he asked for some brown paper and a string.
9. That Mexican boy has never ----- snow.
10. Leo has ----- Chicago from an airplane.

Practice 4

Write ten interesting sentences. Use *saw* in five of them and *seen* in five.

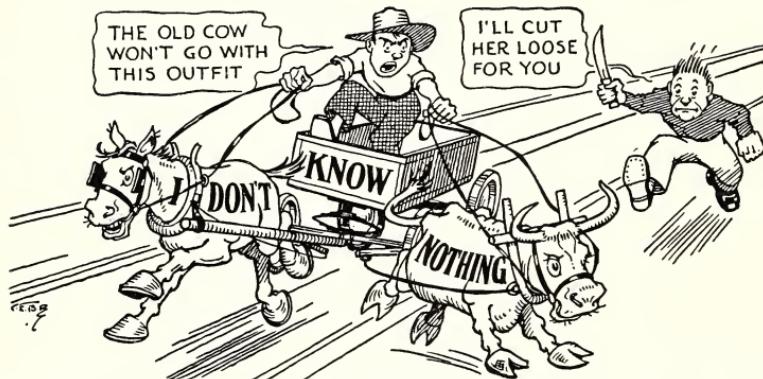
Fourth Common Error: Double Negative

(Right) John *hasn't any* money.

(Right) John *has no* money.

(Wrong) John *hasn't no* money.

The wrong sentence has two negatives, *n't* and *no*. Each right sentence has only one negative.



Two NEGATIVES DON'T PULL TOGETHER

“I have no pen” and “I haven’t any pen” tell the same fact in two different ways. Each is correct, because each has only one negative, *no* in the first sentence and the contraction of *not* in the second.

The common negatives are *not*, *none*, *nothing*, *no*, *never*, and *nobody*. Negatives are not used with *hardly* and *scarcely*.

Oral Drill

Say these sentences again and again to form the correct habit:

1. I *haven't seen anybody.*
2. I *haven't a dog.*
3. He *hasn't any friends.*
4. I *don't know anyone* in Richmond.
5. I *don't want any* of the candy.
6. I *hardly knew* Fred.

Practice 5

Correct the wrong sentences. What is the error in each? Three sentences are correct.

1. I haven't seen nobody from home.
2. Won't this storm never end?
3. The scale insect hasn't no wings and no feet.
4. The wounded man could hardly tell the story of the fight.
5. Tom doesn't know nothing about the accident.
6. The men didn't find any trace of the stolen jewels.
7. I didn't see no one after I left the highway.
8. The policeman didn't find no one living at that address.
9. Fred was so sunburned he could scarcely move.
10. Dick was so frightened he couldn't hardly speak.

Practice 6

Use each of the following expressions in an interesting sentence:

1. hasn't a	6. wasn't anybody
2. haven't any	7. didn't see anyone
3. has no	8. couldn't do anything
4. haven't ever	9. can hardly
5. hadn't any	10. don't know anything

Have you conquered the four enemies? If so, prove your mastery in your conversation and in Test 1B. After the practice you have had on the correct forms, you should make a perfect score on this second test.

Test 1B — The Four Commonest Errors

Number your paper from 1 to 20, and write, next to the number, the correct word or words.

As (Fred and Tom, Fred and Tom ¹they) were walking down the street, they (saw, ²seen) a dirty, shivering puppy cuddled close to a building. “(Ain’t, Isn’t) ³he tiny!” said Tom. “Doesn’t he belong to (anyone, no one)?”

The boys (saw, seen) ⁵that the (dog, dog ⁶he) was wagging his tail; so they moved closer and started to pet him. “(Ain’t, Aren’t) ⁷you lost, puppy?” said Fred. “If you don’t belong to (anybody, nobody), ⁸I’ll give you a good home.”

(Fred, ⁹Fred he) soon had the dog in his arms. As they walked down the street toward home, he continued: “People (¹⁰ain’t got, haven’t) any right to let a puppy like this starve. I’m glad we (saw, seen) ¹¹him there, because I wouldn’t (ever, never) let a dog suffer.”

After Fred’s (mother, mother ¹³she) had (saw, seen) and petted the dog, she agreed to let Fred keep him. When she brought some bread and milk, Fred (could, ¹⁴couldn’t) hardly ¹⁵hardly

keep the puppy from leaping from his arms to the floor.

"I'll bet he (¹⁶ain't, hasn't) eaten in a week," observed Tom.

When the boys had given the pup a bath, they were delighted with their new pet. "(¹⁷Ain't, Isn't) he the best looking dog now?" said Fred proudly. "(¹⁸Dad, Dad he) will be sure to like him." "Puppy," he added, "¹⁹I've (saw, seen) you dirty and clean, and I like you either way. You won't ²⁰ever want for (anything, nothing) again."

OTHER COMMON ERRORS IN USAGE

Test 2A will show whether you know how to avoid other errors frequently made by pupils in your grade.

Test 2A — Other Common Errors

Number your paper from 1 to 20. Write, next to each number, the correct word or words to fill the blank in each sentence. Do not write the words in this book.

1. There ----- too many mistakes in my story. (are, is)
2. Could you ----- gone if I had phoned earlier? (have, of)
3. If a buoy had been placed there, the boat would not ----- been wrecked. (have, of)
4. Our teacher ----- us "The American's Creed." (learned, taught)
5. Our schools ----- American customs and ideals to the children of immigrants. (learn, teach)
6. The conductor ----- Edison use one car of the train as a workshop. (left, let)
7. Will your father ----- you go on the hike? (leave, let)

8. You ----- to tease your little brother. (hadn't
ought, ought not)
9. Every boy was at the game except ----- (he, him)
10. A real friendship has grown up between Roslyn and
----- (her, she)
11. Is the letter for Beth or -----? (he, him)
12. Who shot ----- skyrockets into the air? (them,
those)
13. ----- story was written by Kate Douglas Wiggin.
(that, that there)
14. Does Stella sing -----? (good, well)
15. A scout learns to do his work ----- (good, well)
16. One day the jar fell ----- the shelf and broke. (off,
off of)
17. Why did you take the ball ----- Junior? (from, off)
18. ----- plane is the same model as the *Spirit of
St. Louis*. (this, this here)
19. There ----- eight of us in the car. (was, were)
20. You will not find it on ----- pages. (them, those)

WORD AFTER *THERE*

If, in a sentence beginning with *there*, you talk about one person or thing, use either *is* or *was*.

There *is* a *pear* on the tree.

There *was* a *policeman* at the door.

If you talk about more than one person or thing, use either *are* or *were*.

There *are* three maple *trees* in our yard.

There *were* many *veterans* in the parade.

A way to test your choice is by omitting *there*.

A *pear* *is* on the tree.

A *policeman* *was* at the door.

Three maple *trees* *are* in our yard.

Many *veterans* *were* in the parade.

In questions you can test your choice by turning the sentence around into the statement form and omitting *there*.

Are there many roses on the bush?
Many roses are on the bush.

Oral Drill

1. There *are* three *boys* waiting for you in the yard.
2. There *were* two *guards* at the gate.
3. There *were* several *delays* on the trip.
4. *Are* there two *pencils* on your desk?
5. *Were* there any *papers* on the floor?

Practice 7

Number your paper from 1 to 10. Write after each number the correct one of the pair of words given.

is or are

1. There ----- two kinds of redwood trees in northern California.
2. There ----- relics from the Revolutionary War in the museum.
3. ----- there a book on the shelf by Louisa M. Alcott?
4. ----- there schools and churches in Borneo?
5. There ----- thirteen stripes in the American flag.

was or were

6. In the original American flag there ----- thirteen stars.
7. There ----- a Boy Scout at each entrance to the park.
8. ----- there two or three carloads of white oak?

9. There ----- dishes to be washed and floors to be scrubbed in the cabin.

10. There ----- three routes to California during the "Gold Rush."

HAVE AS A HELPER

Have is often used as a helper. *May have gone, might have gone, must have gone, could have gone, would have gone, and should have gone* are correct. Never use *of* as a helper.

Oral Drill

1. The trappers *may have lost* their way.
2. Someone *might have stolen* Mr. Smith's car.
3. Your brother *must have seen* us across the street.
4. You *could have done* the work last night.
5. Helen *would have gone* if you had stopped for her.
6. A sixth-year boy *should have known* better.

Practice 8

By using *may have, might have, must have, could have, would have, and should have* in sentences of your own, make up another drill exercise.

LEARN AND TEACH

When you show a person how to do something, or instruct him, you are teaching. When you gain knowledge or skill yourself, you are learning. You teach another person, but you yourself learn.

Practice 9

1. Name five things you could teach a younger child to do. Give each in a complete sentence.

2. Name five things you would like to learn to do. Give each in a complete sentence.

3. Name five things you would like your teacher to teach you in school. Give each in a complete sentence.

Practice 10

Study these sentences. Be ready to read them with the correct form of *teach* or *learn* in each sentence.

1. The Indian _____ the white man many things.
2. The scoutmaster _____ the boys how to make a camp fire.
3. Lincoln's mother _____ him to read and write.
4. Ask the lifeguard to _____ us to swim.
5. The mother bird will _____ the little birds to fly.
6. Chester's accident has _____ him to be careful.
7. The raw recruits had to be _____ the discipline of the army.
8. My father could not go to school, so he _____ himself from books.
9. While Jack was _____ me the signals, he was _____ something himself.
10. No one can _____ you if you don't want to _____.

LEAVE AND LET

Leave means *go away* or *allow to remain*. *Let* means *allow* or *permit*. *Left* is a form of *leave*.

Oral Drill

1. His uncle *let* him drive the team of horses.
2. Our teacher *let* us have a Halloween party.
3. Won't your mother *let* you go?
4. Ralph's father *lets* him drive the car.

Practice 11

Answer each question with a complete sentence.

1. What did your father let you do?
2. When will you let me go?
3. Who will let me blindfold him?
4. Who wouldn't let you play baseball in the street?
5. Who let you take the boat?

OUGHT

"I ought not to go" is correct. *Had* is never placed before *ought*.

Oral Drill

1. *I ought* to have started earlier.
2. *You ought* not to eat too much candy.
3. *Everyone ought* to be kind to a cripple or a blind man.
4. *You ought* not to make Skippy pull such a heavy load.

ME, HIM, HER, US, AND THEM

Me, him, her, us, and them are used after *to, for, from, with, after, around, between, except*, and similar words.

Oral Drill

1. Give the apples *to him*.
2. Give the apples *to Fred and him*.
3. Will you go *with me* to the beach?
4. Will you go *with Charles and me* to the beach?
5. Everyone was satisfied *except her*.
6. Everyone was satisfied *except me*.
7. Everyone was satisfied *except her and me*.
8. There was a disagreement *between him and me*.
9. John came running down the street *after my brother and me*.
10. The bees were flying *around Peggy and me*.

Practice 12

Use each of the following expressions in an interesting sentence of your own:

1. to Virginia and her	5. except him and me
2. with Harold and me	6. between you and me
3. for my brother and me	7. around Joan and me
4. after Archie and me	8. with her and me

THEM AND THOSE

Do you ever say "them books," "them boys," or "them papers" instead of *those books*, *those boys*, or *those papers*? If so, here's your chance to break a bad speech habit.

(Right) Those boys are members of my club.

Oral Drill

1. Were *those examples* done correctly?
2. *Those problems* are difficult.
3. *Those chickens* have been frightened by a hawk.
4. I think *those poems* were written by Edgar A. Guest.

THIS AND THAT

Doesn't it seem foolish to use unnecessary words, especially when those words make one's speech and writing incorrect? *That balloon* and *this motor boat* are correct expressions, yet many pupils take the trouble to make them incorrect by putting *here* between *this* and the name word or putting *there* between *that* and the name. Say *this knife*, not "this here knife"; *that knife*, not "that there knife."

Oral Drill

1. *This glue* won't stick.
2. We visited *that cave* two years ago.
3. *This book* is called *The Dog of Flanders*.
4. Is *that code* used today in telegraphy?
5. *That little live wire* could kill you instantly.

Practice 13

Correct the wrong sentences. What is the error in each? Three sentences are correct.

1. Didn't you see that danger sign near the hole?
2. Use this here paddle in the red canoe.
3. Those boys are enjoying a tug of war.
4. I like to watch them swimmers do the crawl stroke.
5. That there plane is a monoplane, because it has only one pair of wings.
6. This experiment with the candle will show the importance of air.
7. That there machine is a harvester.
8. Aren't them hollyhocks tall?

GOOD AND WELL

The animal trainer was a *good* athlete.
He could *train* animals *well*.

In the second sentence the word *well* tells how he trained animals. When you want to tell how something is done, use *well*.

Oral Drill

1. Did you *sleep well* last night?
2. Most of the boys in my class *write well*.
3. Arthur always *does* his work *well*.
4. Marion *plays* tennis very *well*.
5. Edwin *drives* a car *well* now.

Practice 14

1. Tell three things you can do well. Use a sentence for each thing.
2. Tell three things your father or mother can do well. Use a sentence for each.

OFF AND FROM

From and *off* are often confused. These sentences are correct:

Tommy *took* the pencil *from* me.

Did Sally *get* the money *from* her father?

In both sentences an article passes from one owner to another. You *buy from* or *take from* someone.

Oral Drill

1. Leonard *took* the ball and bat *from* little Larry.
2. Fred tried to *take* the bone *from* his dog.
3. Did you *borrow* "Alice in Wonderland" *from* Lucy?
4. Mother *took* the clock *off* the shelf. [*Off of* is wrong.]
5. The acrobat *fell off* the bar of the trapeze.
6. I *got off* the car at Market Street.

Practice 15

Study each sentence. Be ready to complete it with the correct word or words in the parentheses.

1. The thief snatched the purse _____ the frightened lady and ran down the street. (*from, off*)
2. Why did you take those marbles _____ the little boy, Ted? (*from, off*)
3. The rider fell _____ the horse as it leaped over the hurdles. (*off, off of*)

4. Helen stepped ----- the edge of the porch. (off, off of)
5. I got the football ----- Wilbur. (from, off of)
6. The pilot jumped ----- the wing of the burning plane. (from, off of)
7. The anxious world received a message ----- Post that he was all right. (from, off)
8. Dan's father saw him with the water pistol and took it ----- him. (from, off)
9. Captain Randall took the controls ----- the cadet and straightened out the plane. (from, off)
10. I bought the baseball ----- Arthur. (from, off)

Now you are ready for your final test on the puzzling forms you have studied in this section.

Test 2B — Other Common Errors

Number your paper from 1 to 20. Write, next to each number, the correct word or words to fill the blank in each sentence. Do not write in this book.

1. There ----- important letters in that package. (are, is)
2. "They must ----- seen our signals!" the crew shouted hopefully. (have, of)
3. I should ----- gone to the library yesterday. (have, of)
4. Will you ----- Agnes and me that song? (learn, teach)
5. Come to my studio and I will ----- you to play the violin. (learn, teach)
6. Jane's mother will not ----- her go. (leave, let)
7. ----- your coat and hat there. (leave, let)
8. You ----- to have taken better care of your little brother. (ought, had ought)

9. All the pupils except ----- enjoyed *Robin Hood*.
(he, him)

10. The electric trains were for my brother and -----.
(I, me)

11. "This affair is between Long John Silver and -----,"
said Doctor Livesey. (I, me)

12. Did you see ----- race horses? (them, those)

13. ----- city is larger than Buffalo. (this, this here)

14. Is ----- boy calling for help? (that, that there)

15. I can shoot an arrow as ----- as any of the boys.
(good, well)

16. Kenneth plays golf so ----- he is able to beat his
father. (good, well)

17. Where did you get ----- the trolley? (off, off of)

18. The crippled lad took the games ----- the Boy
Scout and thanked him heartily. (from, off)

19. Where did you get ----- apples? (them, those)

20. There ----- three boys in my family. (are, is)

SECTION V

VOCABULARY

HOW YOUR VOCABULARY GROWS

Your vocabulary grows as you read and listen and observe the things about you. Have you noticed how quickly your little brother or sister imitates the big words you use? You do the same thing, only you don't always realize it. If your family gets a car, you are soon talking about *shifting gears*, *shatter-proof glass*, *speedometers*, and *carburetors*. After a week on the farm you talk of *silage*, *acreage*, *rotating crops*, and *combines*. You hear the doctor talk about *infection*, *preventing contagion*, or *antiseptics*. When you hear him talk about *coryza*, you have no idea that he means just a common cold. All around you are experiences that bring to you knowledge of new words.

You understand, when you hear them, many more words than you can read. You read many more words than you use in speaking. To be an interesting speaker, you must learn to use many of the interesting words that you hear and see. Sometimes we do not realize how we overwork certain words. Do you know girls who call everything *lovely* or boys who say everything is *swell*? Listen to your own speech and learn to use many more words.

Practice 1 — Studying Interesting Words

In your textbooks and in your general reading, you must expect to find some words that are new to you.

In fact, to have your vocabulary increase as it should from year to year, you ought to become familiar with two or three new words every day.

The words underlined in the article below are both exact and interesting. Try to guess the meaning of each one by reading the sentence thoughtfully. If you cannot guess the meaning, use your dictionary. What words can you add to your vocabulary? Be sure to use them in sentences. That will help you to remember them.

THE SUBMARINE CABLE

Conditions have been vastly altered since the Pilgrims waited for months to receive messages from their friends in England. Today, communication between New York and London requires less than three minutes, because of the cables which span the Atlantic Ocean.

In order to withstand injuries from rocks, ship anchors, and from the attacks of great fish, the cable is constructed with heavy wrappings. Water is an excellent conductor of electricity; so it is necessary to protect the copper wire core of the cable, through which messages are sent, by a thick insulation. Gutta percha is the most effective insulating material. In deep water less covering is needed, but in shallow water so much protective wrapping is required that the cable weighs over ten tons per mile. The cable rests on the peaks of a rocky plateau of the ocean bed and swings free between these supporting peaks.

Cyrus W. Field, an American capitalist, gave untiring enthusiasm and effort to the laying of the first Atlantic cable, which was successfully completed in 1858. Most of the fifteen cable lines that now cross this ocean follow the original telegraph plateau, where the greatest depth is two miles and where the bed is covered with soft ooze. Much appreciation is due the naval officers who patiently studied

and charted the ocean bottom to assist with the selection of the best route for the cable.

Form the habit of noticing new words as you read and of making use of them in your speaking and writing.

Practice 2 — Using a Variety of Words for Get

What other words would be more interesting than the underlined words in the sentences below? Consult the list that follows the sentences or choose your own words.

1. How soon will you get through with that book?
2. We got there about noon.
3. When did you get the letter?
4. Ray could not get the cover off the jar.
5. The story tells how Robin got out of many difficulties.
6. The boys got in through the window.
7. Jerry got better slowly.
8. The boys got in before we called.
9. He got on the horse easily.
10. The president asked where he could get the money.
11. I got another swimming suit at home.
12. Did you get his meaning?
13. Get out of here immediately.
14. I don't understand why you did not get the package.
15. The fox got away from the dogs.
16. Do you get the breeze there?
17. We got to the top of the hill easily.
18. The knight got up early to care for his horse.

arise	enter	arrive	climb
understand	recover	escape	obtain
have	feel	remove	finish
mount	leave	receive	reach

Evidently there are many words that may be substituted for *get* and *got*.

Practice 3 — Selecting Synonyms

Poets and other writers try not to repeat words often. They use other words with similar meanings. These are *synonyms*. From the large group of words below select two synonyms for each of the nine numbered words. Use a dictionary if you need to.

1. stiff	4. power	7. give
2. mild	5. height	8. wise
3. thin	6. grand	9. win

Synonyms

force	energy	elevation
awkward	altitude	gorgeous
vigor	magnificent	grant
splendid	bestow	formal
ungainly	gentle	kind
lean	slight	flimsy
prudent	sensible	persuade
obtain	sane	be victorious

In each sentence below, use instead of the underlined word a good synonym from the list just given.

1. The plane climbed to an unusual height.
2. He tried to win the other members of the committee to his belief.
3. The colors in the church window were grand.
4. The king was glad to give the honor to his knight.
5. He could not give the governor his request.
6. The material in that dress will not wear well because it is thin.
7. She answered in a mild tone.
8. A man so large should have much power.

Practice 3 — Using Synonyms

The word in parentheses is a synonym for one of the words in the sentence. Rewrite the sentence, using the synonym. Use a dictionary if necessary. You can probably guess at the meaning from the sentence itself.

EXAMPLE:

He stopped to ask about the best route. (inquire)
He stopped to inquire about the best route.

1. St. Bernard dogs guard injured tourists in the mountains. (protect)
2. We gave a solemn promise to support the president. (pledge)
3. How many copies will be needed? (required)
4. He did not try to change our plans. (attempt)
5. It is dangerous to pause uncertainly in crossing a street. (hesitate)
6. The horses could not go through the heavy under-brush. (proceed)
7. He plays with a sure touch. (certain)
8. The yellow light is to warn pedestrians. (caution)
9. We found it under a pile of books. (beneath)
10. Place it under the heading. (below)
11. He kept his appointment promptly. (without delay)
12. The students complained of the coach's rule. (protested against)
13. While that was happening, the building was completed. (in the meantime)
14. I believe the director liked her work. (approved of)
15. Most certainly we can handle it ourselves. (without doubt)
16. He did not know me until I spoke. (recognize)

CHOOSING YOUR LANGUAGE FOR YOUR LISTENERS

The age and the knowledge of your listeners will make you decide to use certain words. For younger children use simple words and short sentences. For your parents or other grown-up friends you may use your best vocabulary with more difficult words and longer sentences.

Practice 4 — Suiting Your Language to Your Audience

Practice giving directions about safety in traffic in such language that first-grade boys and girls will easily understand you. When you have practiced your talk, get permission to give it in the first grade.

Practice 5 — Suiting Your Language to Your Purpose

In deciding what style of language to use, you need to consider the place and the purpose of your talk or your writing as well as the age of your audience. How would language in a business letter differ from your language in a letter to an old friend? How does your language while you are playing baseball differ from your language when you are meeting your mother's guests at home?

1. Pretend that you are telling a friend about making a fire on the lake shore for a picnic supper. Then change that story so that you will be giving someone exact directions for making an open fire.

2. Write a paragraph about a school assembly program as you might tell it in a letter to an absent classmate. Then change it so that it could be used as a news item in your class magazine.

WORD-BUILDING

You will enjoy finding out how words grow and change in our language. One way is the way in which a tree grows, from its roots.

Practice 6 — Finding Root Meanings

The word *porter* that you hear used around hotels and railroad stations means *one who carries*. The root of the word *port* is found in many words.

How does the root meaning of *port*, *carry*, help to make the words below?

export	portage	report
import	portfolio	transportation

Practice 7 — Discovering Meanings

The first part of the word telegram is *tele*, which means *far off* or *far*. Explain why that is used in the words below.

telegraph	telephoto	teletype
telephone	telescope	television

Practice 8 — Using Other Word-Builders

Give additional words in which each of the following parts of words (*aqua*, *auto*, etc.) is found. Explain how the same meanings fit into the different words.

aqua (water)	— aquarium
auto (self)	— automobile
ex (out of, from)	— exit
post (after)	— postscript
inter (among, between)	— interrupt
un (not)	— unnecessary

Practice 9 — Changing Meanings by Changing Endings

Many words grow from one, simply by a change in endings.

<u>manage</u>	— to direct or to train
<u>manager</u>	— one who directs
<u>management</u>	— the act of directing, or a number of managers
<u>manageable</u>	— can be controlled or directed
<u>managing</u>	— controlling or directing
<u>managed</u>	— was directed

Take the following words and notice how adding endings changes the meaning. Use in sentences the words that you make.

depend	<table><tr><td>ed</td><td></td><td>ion</td></tr><tr><td>ing</td><td></td><td></td></tr><tr><td>ent</td><td>grace</td><td>or</td></tr><tr><td>able</td><td><table><tr><td>ful</td><td>operat(e)</td><td>ed</td></tr><tr><td>less</td><td></td><td>ing</td></tr></table></td><td>happ(y)</td></tr><tr><td>ence</td><td></td><td>ive</td></tr></table>	ed		ion	ing			ent	grace	or	able	<table><tr><td>ful</td><td>operat(e)</td><td>ed</td></tr><tr><td>less</td><td></td><td>ing</td></tr></table>	ful	operat(e)	ed	less		ing	happ(y)	ence		ive	<table><tr><td>ier</td><td></td></tr><tr><td>iest</td><td></td></tr><tr><td>ily</td><td></td></tr></table>	ier		iest		ily	
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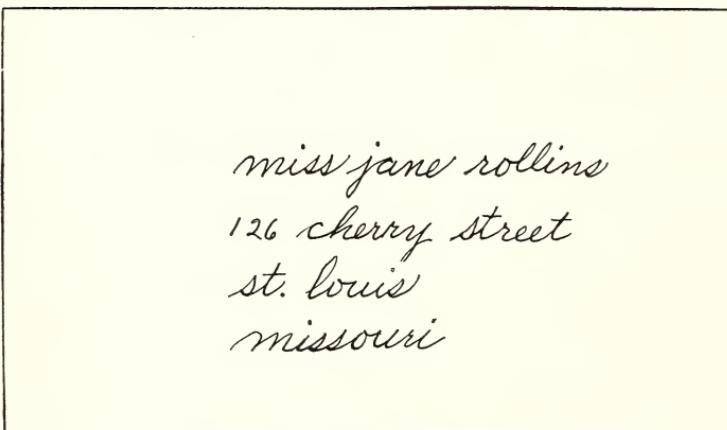
You will discover many other ways in which our language grows and changes as you study words more. The dictionary will tell you many curious things about it.

SECTION VI

CAPITALIZATION

Have you noticed that some of the advertisements in newspapers and magazines use no capital letters at all? That attracts your attention because it is so unusual. You are startled by the queer appearance of the words, and, as a result, you give your attention to the advertisement long enough to read the message.

What may be thought good form in advertising, however, is not always good form in other writing. If you were to receive a letter addressed like the one below, you would wonder who could have written it. You always expect to find correct capitalization in letters and you are startled by mistakes. How many mistakes are there in this address?



miss jane rollins
126 cherry street
st. louis
missouri

Here is a list of rules for the use of capital letters. You will need to use the list again and again, when you

are puzzled as to whether or not to use a capital letter in beginning a word. The rules starred (*) are the new ones for you to learn in this grade.

RULES FOR CAPITAL LETTERS

Capital letters should be used to begin —

1. The first word of every sentence.

Jill sent the book. Do you want it?

2. The names of persons and of titles.

Richard Byrd Lewis Carroll Doctor James Berry

3. The names of the days of the week.

Monday Wednesday Sunday

4. The names of holidays.

Halloween Armistice Day Easter

5. The names of the months of the year.

January April October

6. The names of cities and of states.

Cities: New York Detroit San Francisco

States: North Carolina Ohio Iowa

7. The names of countries, peoples, and continents, and of words made from the names of countries.

Countries: France Italy Mexico India

Peoples: Europeans Dutch Danes Americans

Continents: Asia Africa Europe Australia

8. The names of lakes, rivers, oceans, mountains.

Lakes: Geneva Erie Superior

Rivers: Mississippi Rhine St. Lawrence

Oceans: Pacific Arctic Atlantic

Mountains: Rocky Alps Appalachian

9. The names of streets.

Washington Avenue	Maryland Boulevard
Hampton Court	Main Street

(Sometimes the word *street* is not capitalized: Allen street)

***10. The names of special buildings.**

Masonic Temple	Public Library	Historical Museum
Methodist Church	City Hall	Auditorium

11. The first and other important words in a title.

The Trees in Our National Parks
When a Cobbler Ruled the King

12. Every line of poetry.

In honor of truth and right
In honor of courage and might

***13. The names of clubs and societies.**

Red Cross	Boy Scouts	Girl Reserves
-----------	------------	---------------

14. The first word of topics in an outline.*15. Words meaning God or the Bible.**

Lord	Heavenly Father	Scriptures
------	-----------------	------------

***16. Names of very important speeches, papers, or documents.**

Declaration of Independence
Constitution of the United States

***17. The names of business firms.**

Baron Brothers	Firestone Tire Company
Kennedy Dairy	First National Bank

18. The first word of a quotation.

The director said, "We will rehearse again tomorrow."

19. The words *north, south, east, west, northeast, southwest, etc.* when they name a part of the country.

We spent a year in the East.

Cotton is grown in the South.

(But in the following sentences the words are not capitalized because they mean *direction*.)

The plane flew south from Washington.

The schoolhouse is east of the bridge.

20. The names of parks or famous places.

Yellowstone National Park

Boulder Dam

Grand Canyon

The Palisades

Pretest in Capitalization

Finding Out Where You Are

This is a test of the uses of capital letters that you have studied in other grades. After taking the test, decide what you need to review.

Directions: Some capital letters have been used incorrectly in the sentences below. Also, some words have not been capitalized that should have been. Write these eighteen sentences correctly.

1. The tourists bought brass in the shops on hester street in New York.

2. The poem begins, "at sunrise every soul is born anew."

3. We were delighted with the rugs that we bought in armenia and syria.

4. No River ever seems as beautiful to me as the colorado river.

5. Our thursday was named from the Norsemen's worship of thor.

6. Buffalo Bill's grave is on lookout mountain near denver.

7. Great salt lake is twenty percent salt.
8. The team is playing at draper school.
9. easter is decided by the position of the moon.
10. They planned a trip through egypt.
11. There are many Holidays in the Fall, but I like thanksgiving best.
12. Mr. Bockman is our postman.
13. They planned a Tour through italy and around the mediterranean.
14. We spent several weeks camping on the bank of the mississippi river.
15. The lord's Prayer is given in the bible.
16. I like english much better than arithmetic.
17. Was mukerji the author of *Kari, the elephant?*
18. The alps mountains are in italy and switzerland.

Notice which rule each sentence illustrates. What do you need to study in review? Do you use these rules correctly when you write your own stories?

LEARNING TO USE OTHER RULES CORRECTLY

The following exercises will give you practice in using correctly the new rules for the sixth grade.

Rule 10. Capital letters should be used to begin the names of special or public buildings.

From the Willard Hotel we walked down Pennsylvania Avenue.

The meeting will be in Longfellow School.

Practice 1 — Applying Rule 10

Copy these sentences, capitalizing the words that should begin with capitals according to Rule 10.

1. They went to the milwaukee auditorium for the concert.
2. The mass meeting was in central high school.

3. You can buy money orders at the randall branch post office.
4. Before you vote, you must register at the city hall.
5. The presbyterian church has services today.
6. The building on the corner is the wisconsin general hospital.
7. The new carnegie library is a beautiful building.

Rule 13. The names of clubs and societies are usually capitalized.

The Daughters of the Confederacy is an organization in the South.

Mr. Brown belongs to the American Federation of Labor.

Practice 2 — Applying Rule 13

Copy these sentences, capitalizing the words that should begin with capitals according to Rule 13.

1. Father is president of the kiwanis club.
2. The epworth league is a society of young people in the Methodist Church.
3. Does your friend belong to the boy scouts?
4. The john muir club meets every month.
5. Animals are protected by the humane society.
6. Are you a member of the junior red cross?
7. The association of commerce gives road information.
8. His mother belongs to the league of women voters.

Rule 14. The first word of topics in an outline should be capitalized.

Practice 3 — Applying Rule 14

Copy the outline on the next page, capitalizing the first word in each topic.

The Weather

- I. the air about us
 - A. weight of air
 - B. movement of the air
 - C. moisture in the air
- II. storms
 - A. kinds of storms
 - B. causes of storms
- III. the Weather Bureau
 - A. work of the Weather Bureau
 - B. instruments used
 - C. value of weather prediction

Rule 16. The names of important writings, speeches, or documents should begin with capital letters.

The Mayflower Compact was written before the Pilgrims landed on the shores of America.

The Lord's Prayer is in the Bible.

Practice 4 — Applying Rule 16

Copy these five sentences, capitalizing the names of important speeches or papers according to Rule 16.

1. The gettysburg address has been learned by thousands of school children.
2. The emancipation proclamation declared that slaves were to be free men.
3. Many people have worked to secure the children's charter.
4. In the Congressional Library you can see the original declaration of independence.
5. Moses gave the ten commandments to the Hebrew people.

Rule 17. The names of business firms and organizations should begin with capital letters.

You can buy Dresden china at Marshall Field and Company in Chicago.

The Standard Oil Company has thousands of gasoline stations.

Practice 5 — Applying Rule 17

Copy these ten sentences, capitalizing the names of business firms and organizations according to Rule 17.

1. The wisconsin telephone company supplies telephone service in many cities.
2. Order those books from the macmillan company.
3. We saw the radios in the burgess radio store.
4. The paper mill bought wood from the brown lumber company.
5. The dixon pencil company furnishes our pencils.
6. The united artists corporation is a motion picture company.
7. We shopped at macy's and altman's in New York.
8. Many magazines are published by the curtis publishing company.
9. He bought his car of the green brothers company.
10. Jack's father works for the graham paper company.

Test in Capitalization

This is a test of all of the twenty rules that you now know how to use. Copy the eleven items, using capital letters correctly. Some of the words that are capitalized should not be. Be sure that you have a reason for every capital letter that you use.

1. Members of the american legion gave Speeches in all schools on armistice day.

2. We were shopping at gimbels in new york city on the third wednesday in december. the christmas crowds were very heavy.
3. Both lawrence and perry have read *star myths from many lands*.
4. We repeat the lord's prayer every sunday.
5. In a speech over the Radio president franklin roosevelt said, "you have been generous to the crippled children on my birthday."
6. The continental divide is in the rocky mountains.
7. We tried to swim in great salt lake while we were in utah.
8. There are many italians, russians, greeks, and other europeans in chicago and all other large Cities.
9. There is a poem by longfellow that begins:
"between the dark and the daylight
when the night is beginning to lower,"
10. The treasury building, the white house, the willard hotel, and the washington hotel are all on pennsylvania avenue in washington, D. C.
11. Outline for a talk:

how the colonies grew

- I. colonies in the north
 - A. reasons for growth
 - B. industries
- II. colonies in the south
 - A. reasons for growth
 - B. trade

SECTION VII

PUNCTUATION

Have you ever thought how hard it would be to read newspapers, magazines, and books if all the punctuation marks were omitted? Often it is impossible to discover what the writer had in mind if the sentences aren't punctuated.

What does the following sentence mean?

Marion said Robert that's my dog

Does the dog belong to Marion or Robert? Punctuation marks make the meaning clear.

"Marion," said Robert, "that's my dog."

OR

Marion said, "Robert, that's my dog."

"Punctuation People" is a short poem about the uses of commas, periods, quotation marks, and question marks.

PUNCTUATION PEOPLE

Of all the Punctuation folks
I like the comma best,
For when I'm getting out of breath
He lets me take a rest.

The period's a busy man —
A reading "traffic cop" —
He blocks the helter-skelter words
And brings them to a stop.

Quotation marks are curious!
When folks to talk begin,
You'll always find these little marks
Are busy "listening in."

The question mark's a little dwarf;
He's small but very wise;
He asks too many questions
For a fellow of his size.

PUNCTUATION RULES

On the following pages are twenty useful punctuation rules. Turn to these pages again and again when you are in doubt about the punctuation of a sentence you are writing.

The rules starred (*) are the new ones to learn this year.

Period (.)

A period is used —

1. At the end of a declarative or an imperative sentence.

Robin Hood lived in Sherwood Forest with his band of outlaws.

Close the door quietly.

2. After an abbreviation or an initial.

Dr. Robert G. Lane lives in Washington, D. C.

Question Mark (?)

3. A question mark follows every direct question.

Is this the most direct route to Chicago?

Exclamation Mark (!)

4. The exclamation mark is used after words or sentences showing strong feeling or surprise.

Hurrah! Our side has won!

Comma (,)

The comma is used —

5. To set off the name of the person addressed.

This bulldog's a thoroughbred, Bill, and he's for you.

6. To separate words or expressions in a series.

Tom, Bill, Jack, and I were throwing the ball against the wall when we broke the window.

(The last comma before *and* may be left out and the sentence still be correct.)

7. After *yes* or *no* when used as part of an answer.

Yes, I received the message last night before I went to bed.

8. After the greeting of a friendly letter.

Dear Aunt Ellen,

9. After the closing of any letter.

Your loving daughter,

10. Between the city or town and the state.

Boston, Massachusetts

11. Between the day of the month and the year.

January 14, 1936

12. To separate a quotation from the rest of the sentence.

Miss Oliver asked, "Has anyone a victrola he will give to the school?"

Colon (:)

***13. A colon follows the salutation of a business letter.**

Dear Sir:
Gentlemen:

Quotation Marks (" ")

Quotation marks are used —

14. To enclose a direct quotation.

"Will you accept forty thousand dollars for the patent?" said Lefferts to Edison.

***15. To enclose each part of a broken quotation.**

"I know I can trust you," said Mistress Elliott to Betty on leaving, "to look after everything." (Here the exact words of the speaker are broken by the words *said Mistress Elliott to Betty on leaving*.)

"Stay right here, Jack," Matthew roared to his fireman, "and keep the throttle wide open!"

***16. To enclose in your writing titles of books, plays, magazines, poems, or stories.**

I read "The Adventures of Tom Sawyer" three times.
I like to hear Jimmy recite "In Flanders Fields."

Titles of books, plays, and magazines may be underlined instead of enclosed in quotation marks. Both the following forms are correct.

I read "Gulliver's Travels" last winter while my brother was reading stories in "St. Nicholas."

I read Gulliver's Travels last winter while my brother was reading stories in St. Nicholas.

Apostrophe (')

The apostrophe is used —

17. To take the place of an omitted letter in a contraction.

<i>not = n't</i>	<i>is = 's</i>
<i>is not = isn't</i>	<i>it is = it's</i>
<i>was not = wasn't</i>	<i>that is = that's</i>

18. To form the possessive of a name.

To form the possessive singular of a name, add 's.

To form the possessive plural of a name, first write the plural. Then add 's to a plural that does not end in s and an apostrophe to a plural that ends in s.

<i>Singular</i>	<i>Possessive Singular</i>	<i>Plural</i>	<i>Possessive Plural</i>
cat	cat's	cats	cats'
baby	baby's	babies	babies'
man	man's	men	men's
child	child's	children	children's

Hyphen (-)

The hyphen is used —

19. After a complete syllable when a word is divided at the end of a line.

***20.** In writing numbers from twenty-one to twenty-nine, thirty-one to thirty-nine, etc.

<i>twenty-three</i>	<i>forty-four</i>	<i>eighty-eight</i>
<i>thirty-seven</i>	<i>sixty-two</i>	<i>fifty-seven</i>

Test — Finding Out Where We Are

Here is a test of your ability to use the punctuation rules you have studied in previous grades. Copy these sentences on your paper and punctuate them correctly.

The figure in parenthesis after each sentence tells how many marks are needed in the sentence.

Because quotation marks go in pairs, a set of them is counted as one mark, not two. A sentence will be counted wrong if there is any mistake in the punctuation when you finish.

EXAMPLES:

1. Steve what was that you were saying about me asked Mr Benson (5)

"Steve, what was that you were saying about me?" asked Mr. Benson.

2. We cant hope to reach the forest rangers cabin by sundown (3)

We can't hope to reach the forest ranger's cabin by sundown.

1. Roger would like to see you whispered Bennett (3)
2. Longfellow was born in Portland Maine (2)
3. People were out on the lake in rowboats canoes speed-boats and sailboats (4 or 3)
4. Doesn't he know a lot asked Zip impudently (4)
5. Aren't you glad to go to your uncles farm (3)
6. Yes I'm always glad to get back to the country (3)
7. Give this special delivery letter to Mr J L Madison immediately (4)
8. It's a good thing the pirates boat lost our trail George (4)
9. No Dr Watson isn't in just now (4)
10. The mechanic jumps back and says Contact (3)
11. Sorry you are sick today the boys shouted under Gerald's window (4)
12. Don't stand at the door of the boys gymnasium (3)
13. The childrens toys were broken through their own carelessness (2)

14. Silence down there girls said Miss Ruth in a serious tone (4)

15. Marjories wit and Lillians good nature went very well together (3)

16. Many of natures model aircraft have never been surpassed by mans productions (3)

17. Ralph may I see your sketch said Mr Dunn (5)

18. Gracious Could that horse be the Gray Goose (2)

19. I must find a new scheme to sell my papers Cyrus said (3)

20. Yes its time for the bus to Chicago (3)

21. Boys this will be our hardest game of the season said the coach (4)

22. The farmer explained Cottonseed hulls are left when the oil is squeezed out of the cottonseed (3)

23. Mr R L Sullivan
703 Market Street
San Francisco California (4)

24. Dear Lucy
148 Bainbridge Street
Brooklyn New York
May 25 1936
Your friend
Harriet (4)

25. Dear Uncle Bruce
217 Lyman Street
Springfield Massachusetts
June 11 1936
Lovingly yours (4)

Review by yourself the rules on which you have failed. If you understood and used them last year, this review will not take long.

LEARNING TO USE THE SIXTH-GRADE RULES

Below are explanations and practices that will help you to master the rules of punctuation for the sixth grade.

Rule 13. A colon follows the salutation of a business letter.

The salutation of a friendly letter is followed by a comma, not by a colon, as in the business letter

Gentlemen:

Dear Mr. Batterman:

Dear Sir:

My dear Miss Walters:

Practice 1 — Applying Rule 13

Write the salutation of a business letter to each of the following:

1. Mrs. George Williams	4. D. C. Heath & Company
2. Mr. James Hanson	5. <i>St. Nicholas</i>
3. Dr. Walter Fletcher	6. Hotel Statler

Rule 15. Quotation marks are used to enclose each part of a broken quotation.

1. "Give me liberty," said Patrick Henry, "or give me death!"

In this sentence the quotation is broken by the words *said Patrick Henry* and is called a broken quotation. To punctuate a broken quotation, use two sets of quotation marks. Enclose each part of the quotation in a set. Two commas are needed to separate this quotation from the words not spoken. The first word of the second part of the quotation does not start with a capital, because it is not the beginning of a sentence.

Practice 2 — Applying Rule 15

Copy the following broken quotations on your paper and punctuate them like the example given on the preceding page:

1. The time necessary for earning a pilot's license said the instructor depends upon the ability of the student to learn the art
2. Antitoxin is a cure for diphtheria the doctor said to Genevieve's mother provided it is given early enough
3. Do you know asked the lecturer on "Safety" that the greatest single cause of accidents is the automobile
4. I wish they'd get the trial done thought Alice and hand round the refreshments
5. Genius said Thomas Edison is one percent inspiration and ninety-nine percent perspiration
6. I shall sit here the Footman remarked till tomorrow
7. When I'm a Duchess Alice said to herself I won't have any pepper in my kitchen at all
8. But Mother said Jean they'll all be expecting me to help
9. Yes said Mr Williams your poor record in school spoils your chance
10. I don't like to admit it said Foster slowly but I haven't felt comfortable since I left the team

Rule 16. Quotation marks are used to enclose in your writing titles of books, plays, magazines, poems, songs, or stories.

Titles of books, plays, and magazines may be underlined, however, instead of enclosed in quotation marks.

If you enjoy poetry, read "Golden Staircase," by Louey Chisholm.

Pasha, the Son of Selim is the story of a horse.

Practice 3 — Applying Rule 16

Copy the following sentences. Enclose the titles in quotation marks.

1. Last winter I saw Alice in Wonderland on the screen.
2. Can you recite The Star-Spangled Banner?
3. Do you like the stories in the Open Road for Boys?
4. The Gift of the Magi was written by O. Henry.
5. Have you ever read Gulliver's Travels?
6. If you like stories of the Netherlands, you'll enjoy Hans Brinker.
7. Most boys enjoy the articles and experiments in the Popular Science Monthly.
8. In Conquest of the Air we learn about the invention of the airplane by the Wright Brothers.
9. Who is the hero of A Greenwood Hunter?
10. I thought the elephant in How Hannibal Finished the Bridge was very clever.

Rule 20. The hyphen is used in writing numbers from twenty-one to twenty-nine, thirty-one to thirty-nine, etc.

twenty-eight ninety-three forty-six sixty-nine

Practice 4 — Applying Rule 20

1. Write the following numbers in words: 25, 31, 46, 55, 63, 77, 81, 96.
2. Correct the following sentences by writing the numbers in words:
 - a. My brother is 22 years old.
 - b. Washington died at the age of 67.
 - c. My great-grandfather will be 92 on his next birthday.
 - d. The Science Club has 39 members.
 - e. Captain Adams, who is 84 years old, marched in the parade.

Practice 5 — Punctuating Sentences and Salutations

Copy the twenty sentences and salutations on your paper and punctuate them. Place above each punctuation mark the number of the rule given in the first part of this Section. The figure in parenthesis tells how many marks are needed. (A pair of quotation marks is counted as one mark, not two.)

EXAMPLES:

1. Hugo is studying German English chemistry and geometry in night school (4 or 3)

Hugo is studying German,⁶ English,⁶ chemistry,⁶ and geometry in night school.¹

2. Did you enjoy reading Barries Peter Pan (3)

18 16 16 3

Did you enjoy reading Barrie's "Peter Pan"?

1. Doesn't Jerry know the road to Grandfathers house (3)
2. Julia Gertrude and Helen are planning a surprise for Edna on her birthday (3 or 2)

3. Slam the door and bolt it Maurice (2)
4. Yes I have lived in Topeka Kansas (3)
5. Junior haven't I ever read Little Red Riding Hood to you (4)

6. Dr R J Saunders attended my mother in September 1935 (5)

7. Dear Mr Peterson (2)
8. Pshaw said Mother I wish I didn't have to iron today (6)

9. The Boys Science Club now has twenty four members (3)

10. The beavers thick fur webbed hind feet and flat tail fit it for living in the water (4 or 3)

11. Scouting with Daniel Boone is a story of adventure with one of our country's greatest pioneers (3)

12. No there arent thirty six inches in a foot (4)
13. When will you be ready (1)
14. Launch the speedboat and well follow them Kenneth (3)
15. Dear Ernest (1)
16. The Indians tepees dotted the plains (2)
17. Charles Dickens wrote Oliver Twist (2)
18. Stop cried the motorcycle policeman or Ill shoot (6)
19. Ill correct Ediths paper (3)
20. Five parts of an airplane are the engine the wings the tail the landing gear and the control system (5 or 4)

Practice 6 — Punctuating a Letter

This letter contains no punctuation. Some capitals have also been omitted at the beginning of sentences and quotations. Copy the letter on your paper and put the correct marks and capitals where they should be. When you are in doubt, turn to the rules and examples on the earlier pages of this Section.

10426 108 Street
Richmond Hill New York
July 15 1936

Dear Raymond

Last Friday there was a great surprise in store for me I was riding in the front seat of my fathers car a new switch on the dashboard caught my eye what is that Dad I asked

Push it he answered with a broad grin

I pushed it and suddenly heard someone say good night little friends you can imagine my amazement at this outburst it wasnt long before I had dialed stations WABC WEAF WJZ WOR and WMCA

I hope youll enjoy it Clarence said Dad as it cost twenty nine of my hard-earned dollars

Ben Bernies orchestra was playing In the Valley of the Moon when we arrived at my aunts house

Can you go riding with us soon to hear the new radio

Your friend

Clarence

Progress Test

This test will show you how much you have learned about punctuation. If you fail on any rule, study it and the examples again.

Copy the twenty-five sentences or parts of letters on your paper and punctuate them correctly. The figure in parenthesis tells how many marks are needed in the sentence. Quotation marks are counted as one mark, not two. A sentence will be counted wrong if you either omit a needed punctuation mark or put in a mark that is not needed.

EXAMPLE:

Bud I think the bass pickerel and trout are biting (4 or 3)
Bud, I think the bass, pickerel, and trout are biting.

1. Fish fowl rabbits and small pigs may be cooked in a hole in the ground (4 or 3)
2. Marshal Joffre said They shall not pass (3)
3. Salvatore have you ever read The Hilltop Troop (3)
4. No it wasnt Marys book that you found (4)
5. Thats the cabin in which Lincoln was born (2)
6. Mr Grady sells boys and mens suits (4)
7. The Mississippi River drains thirty one states and a part of Canada (2)
8. Charles A Lindbergh was born in Detroit Michigan (3)
9. Lisette saw in the Saturday Evening Post an advertisement for a violinist in a girls orchestra (3)

10. Ill show you a beavers dam if you follow me down this brook (3)
11. England France Italy and Japan were our allies in the World War (4 or 3)
12. Three times the conductor said Keep your hand away from the door Sonny (4)
13. An Indian boys first lesson in life is to shoot with a bow (2)
14. Hail is rain said the teacher that freezes when it comes near the ground (5)
15. The freezing point of water is thirty two degrees Fahrenheit (2)
16. No the moon doesnt supply heat to the earth (3)
17. Have you ever tried to laugh cry and talk at the same time (3 or 2)
18. The dirigible said my father will start her flight to Rio de Janeiro at 11:55 A M tomorrow (7 additional marks)
19. What do you call work said Tom Sawyer (3)
20. Skyscrapers steamships bridges airships and tunnels are evidences of mans power (6 or 5)
21. Next Monday said the clerk Ill send you C O D a copy of The Swiss Family Robinson (10)
22. 4 South Michigan Boulevard
Chicago Illinois
December 26 1936 (2)
23. Canadian National Railways
634 Marquette Avenue
Minneapolis Minnesota

Gentlemen (2)
24. Sincerely yours
Lester A Williams (2)
25. Dear Aunt Catherine (1)

SECTION VIII

SENTENCE-BUILDING

FOUR KINDS OF SENTENCES

You have learned in other grades of four kinds of sentences: declarative, interrogative, imperative, and exclamatory.

Declarative Sentences

Declarative sentences are those that we speak of as statements because they state, or tell, a fact or an idea. About ninety percent of the sentences that people write are of this kind. Take a page in any ordinary paper, magazine, or book, and count the number of declarative sentences. You will find very few of any other kind. The ending punctuation mark for this kind of sentence is a period.

1. Our President is selected by a vote of the people.
2. Good citizenship means more than being willing to fight for one's country.

Interrogative Sentences

Interrogative sentences are those that show a desire to know. They are questions. You asked many of them when you were little. They are sentences that ask for information. They should be followed by a question mark.

Sometimes they appear to start as declarative sen-

tences, but end as questions. The second sentence in these examples is of this type.

1. How do the natives carry the rubber to the shipping centers?
2. The mail service is handled by the Federal Government, isn't it?
3. Is Detroit as large as Los Angeles?

Imperative Sentences

Imperative sentences are those that give directions, commands, or orders. You find many of them in booklets of directions.

Courtesy sometimes requires that what we really expect to be taken as directions or orders be put in the form of questions. You will find many examples of this in business letters. Instead of writing, "Send me with invoice a copy of *Robinson Crusoe*," we are likely to write, "Will you please send me with invoice a copy of *Robinson Crusoe*?" We have expressed our sentence as a request, but we know that the firm will do what we ask and will consider our request as an order.

Sentences that are commands or orders are punctuated, like declarative sentences, with a period at the end.

1. Always turn out the lights when you leave the room.
2. Send me four copies.
3. Pile the logs right here.

Exclamatory Sentences

Exclamatory sentences are those that express great excitement of some kind. It may be fear, pleasure, sorrow, surprise, pain, or any other strong feeling. We

use more of them in talking than in writing. Compared with declarative and interrogative sentences, we use very few exclamatory sentences.

Story writers make use of these sentences in order to picture for you correctly the conversation of characters who are excited about something. You could hardly tell about an airplane accident you saw, your feeling on being ducked in the lake before you had learned to swim, or your surprise at suddenly meeting an old friend, without using some exclamatory sentences.

At the end of an exclamatory sentence is an exclamation mark.

Exclamatory sentences, like imperative sentences, are usually very short. There are even one-word exclamations that need to be followed by an exclamation mark.

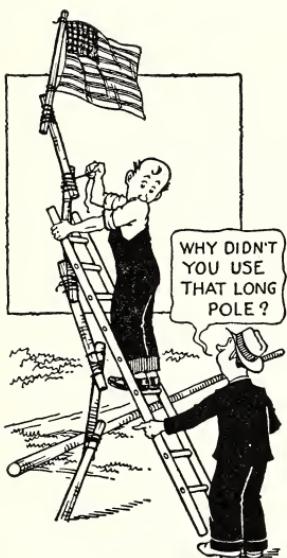
An excited football fan may yell, "That's over! It's a touchdown!"

An eight-year-old may say to her clumsy, big brother who has just broken her doll, "How could you do it!" (This looks like a question, but it is really an exclamation, because the little girl has no thought of asking for information or of being answered.)

The woman who opened the door and found her mother just arrived for a surprise visit might exclaim, "Mother!"

BUILDING GOOD SENTENCES

Sixth-grade boys and girls should know that, in both speaking and writing, every thought should be expressed as a sentence. The tone of the voice shows when your thought has been completely expressed orally, just as punctuation shows that in written work.



JOINING SEVERAL IDEAS IN ONE RAMBLING SENTENCE IS A COMMON FAULT

Your sentences will naturally be longer than the sentences that you wrote in primary grades, because you are learning to think in grown-up fashion. You now see how ideas belong together. You do not say: "I am going down town. I am going to buy a pair of shoes"; you say: "I am going down town to buy a pair of shoes." There are often several ways to put thoughts together into good sentences when the ideas belong together. You will try this year to make longer sentences and to show clearly how your ideas belong together by using helpful connecting words, like *because*, *when*, *until*, and *although*, where they fit your meaning.

We spent the night at the camp. Our car was being repaired.

We spent the night at the camp because our car was being repaired.

You will also try to avoid repeating ideas, as younger children sometimes do. Every sentence should add an idea to what has been said or written.

Because you are learning to think clearly, you will be able to make clearer sentences. You will be expected to read over the sentences that you write, to be sure that they are clear. You will also want sometimes to change the *patterns* of your sentences, so that your speech and writing will have variety. You

could say: "If I am awake early, I'll call you," or "I'll call you if I am awake early." These two sentences have different *patterns*. You may use either one.

The lessons that follow will help you to make better sentences.

LESSONS IN SENTENCE-BUILDING

Do other people ever say to you: "I don't understand just what you mean" or "Oh, I thought you meant something else"? Perhaps you are not making your meaning clear because you are not speaking or writing sentences that are just like your thoughts.

You think in words and sentences. The sentence that you say is only a mirror of your thought. Sometimes mirrors are broken or imperfect. The reflection that such a mirror gives back is a queer picture of the person that is reflected. So it is with sentences. When they are broken, incomplete, or confused, they do not reflect your thoughts exactly, and you are surprised to find that you have not made your ideas clear to others.

If you can discover just what your difficulty is in making sentences mirror your thoughts, you can improve your expression. Here are six common kinds of sentence faults found in the writing or speaking of pupils in your grade.

Common Sentence Faults

1. Rambling by joining several ideas in one sentence

We followed with the motor boat and he swam across the lake and we had a picnic on the shore.

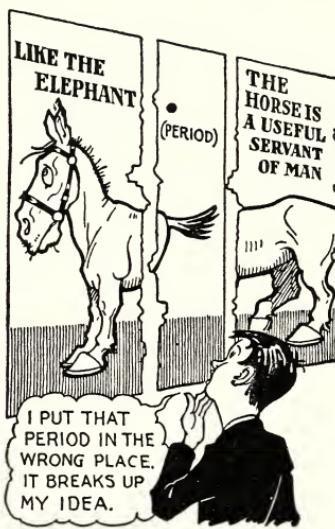
2. Writing and speaking incomplete sentences

If I don't make it.

Without asking me about the book.

3. Using a period after a part of a sentence

Unless you can go. Jack won't take any of us.



4. Not expressing ideas clearly

He didn't do that was because he hadn't given him directions.

5. Starting several sentences alike so that they sound monotonous

Then the bell rang. Then the horses were off.

6. Making short, choppy sentences

The museum is interesting. It contains beautiful pottery. There are old telephones there, too.

Can you tell whether or not you make any of the mistakes listed above? The first step in discovering your own faults is to learn to recognize the differences between good and poor sentences that you hear or see. The following exercises will give you practice in this.

Practice 1 — Recognizing Rambling Sentences

A sentence should give one clear, complete idea. Some of these twenty sentences contain several thoughts that do not belong together. On a paper write the numbers of the sentences that are rambling.

1. Polar bears live in the frozen North and they are white so their enemies cannot see them and they eat fish.
2. When I got to the store I bought the crayons, but before that I slid all the way down the hill and got hurt.
3. This fall at the dairy farm I saw three kinds of cattle: Holstein, Jersey, and Guernsey.
4. Lincoln lived in Springfield when he became President.
5. Riding in an airplane is much like riding in a bus on a street that is high above the tree tops.
6. After eating breakfast, Robin Hood and his men started toward Nottingham Town in search of adventure.
7. I made five dollars on my garden, and my mother canned the tomatoes.
8. To reach the library, walk down this street three blocks, turn and walk five blocks, and you will come to a stone building.
9. The Roman ships were driven by sails when the wind was in the right direction but by oars when the air was calm.
10. A squirrel comes up on our porch whenever I put out nuts for him to find.
11. The silo is filled with silage and it is made of corn and it looks wet.
12. Tommy built a snow horse as tall as a real pony.
13. The fifth and sixth grades are organizing a club for the purpose of enjoying good books.
14. A slingshot is made of rubber or leather and you shoot stones with it by stretching it back and pulling it tight.
15. The bear in the park died from having a fishbone stuck in his throat.

16. The motor boat had windows all around and it had a steering wheel and some seats and a motor right in front and the windows roll down.

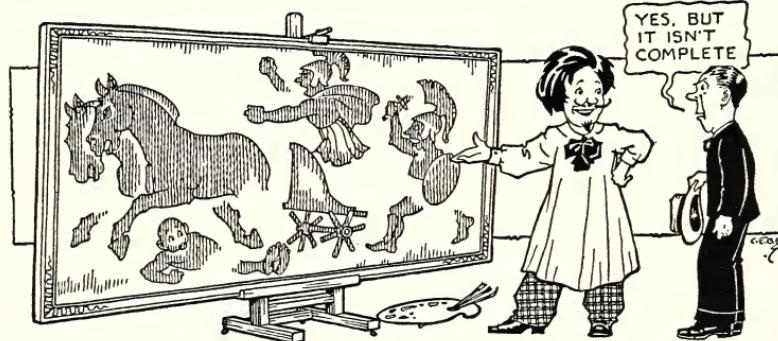
17. So many people are buying gifts during this season that the market is a busy place.

18. My mother promised me something for my birthday, if I would be good, and she bought me a pair of gloves because I was good she said.

19. The carrot froze and it would not sprout or grow and my mother got me another carrot to plant and that one grew.

20. At the goldfish farm we saw fish that were fifteen years old.

Give your ears a chance to detect faults. Draw a line to the right of your numbers. Your teacher will read the sentences to you. Again write the numbers of the rambling sentences. Did your ears and eyes agree? Now check with the answers as your teacher reads them. Make good sentences of those that you think are rambling.



SENTENCES, LIKE PICTURES, SHOULD BE COMPLETE THOUGHTS

Practice 2 — Recognizing Complete Sentence Thoughts

Capital letters and punctuation marks have been left out of the paragraph that follows, because you are

to decide where each sentence should begin and end. Some of the numbers mark the beginning of *parts of sentences* and others the beginning of complete sentence thoughts. On a paper write the numbers that mark the beginnings of sentence thoughts.

Realizing that outdoor life had made him a rugged man (1) in spite of a sickly childhood (2) Roosevelt continued all his life to take an active part in sports (3) while he was President (4) many of his friends were shocked by the type of men (5) that he frequently invited to the White House (6) professional prize-fighters lunched with the President and later boxed or wrestled with him (7) a group of active young men employed in the various departments in Washington were invited regularly (8) to help Roosevelt work off his energy in tennis contests (9) the President cleared his desk by four o'clock each day and started out to tramp, swim, or enjoy one of the sports to which he was devoted (10) he was a member of the Boone and Crockett Club (11) which was formed in 1887 (12) he showed skill with a gun which few men were able to match (13) on horseback (14) he was not only a master but displayed an endurance that cavalry men envied (15) his interest in nature and wild life kept pace with his pleasure in sports (16) as President he found opportunity to go deeply into the study of trees (17) with the men in his forestry department (18) as soon as his term in office was over (19) he set out to give free rein to his love of animals and of hunting (20) by making a trip into the heart of Africa in search of game.

Before you check your answers, test your ears again. As your teacher slowly reads the story above, write the first word of each sentence. Listen to the story twice in this way until the different sentence thoughts stand out in your mind. Check your paper as the correct numbers and words are read.

Practice 3 — Taking Dictation

A good way to discover whether or not you have the habit of capitalizing and punctuating sentences is to write an exercise as your teacher dictates it to you. The paragraph that follows will be read to you. Capitalize and punctuate it correctly.

We have found that we can draw a map on the blackboard or on large paper with the help of our lantern a slide with an outline map on it is placed in the lantern the light is focused on the section of the board where the map is to be drawn in five minutes' time we can sketch a map with chalk sometimes we draw the maps on large paper so that we can move them around wherever we need to use them later.

Practice 4 — Recognizing Clear Sentences

Sometimes a sentence is not clear because words are in the wrong place in the sentence. On a paper write the number of each of these eighteen sentences in which the meaning is not clear for that reason. Correct those sentences by rearranging phrases or words.

1. A woman delivered the package at the house in shabby clothes.
2. From our camp on the hill we watched the moon rise.
3. Roger wanted to watch the crew row very badly.
4. They found the candlesticks that belonged with the brass bowl in the old house.
5. The soldiers saw flocks of sheep riding through the country in automobiles.
6. Speeding at sixty miles an hour the car raced along.
7. The clerk sold a clock to the customer that needed winding only once a week.
8. There is a man with a hearty laugh in the audience.
9. Climbing to the top of the hill we watched the river winding through the valley.

10. They found a picture in the old castle that looked like Prince Charles when he was young.
11. Elmer watched the acrobat balance himself while hanging by his toes.
12. Crying all night long the neighbors objected to the baby.
13. The man brought in a book about football games in two volumes and heavy type.
14. The man that was injured was taken to the hospital.
15. He is to speak about the education of George Washington at Wisconsin University.
16. They chose a place for the picnic that was muddy.
17. While he was ill he enjoyed the radio that had been given to him.
18. He lost a notebook that belonged to his roommate with gold letters and black stripes on the back.

You may try the same ear test with this test that you tried with the rambling sentences in Practice 1. Check your answers as your teacher reads them.

Practice 5 — Making Clear Sentences

If our thinking is clear, we are likely to express ourselves clearly. Try always to think clearly what you want to say before speaking or writing.

The sentences on the next page are not clear. The pupils were criticizing their school paper, but they did not say exactly what they meant. Say the sentences so that the meaning will be clear. Rewrite the sentences correctly.



THIS POOR MOTORIST
WOULD BE GLAD TO GET
SOME CLEAR DIRECTIONS

1. The spelling, some of the spelling has not been so good.
2. There were a few mistakes in spelling not so many as last time.
3. Improvement in spelling and language also in the writing of stories themselves.
4. My criticisms for this issue are because we have a better quality of stories and better vocabulary.
5. Be careful try to write better things by thinking before you write.
6. To make our meaning clear.
7. The stories have not all been original, nor the taste of the stories.
8. Book reports not so sketchy and complimentary.

DISCOVERING YOUR OWN SENTENCE DIFFICULTIES

After the practice that you have had, you will probably be able to discover your own difficulties by looking over your stories and reports. Your classmates can help you by observing your oral expression. When you have learned what your principal fault is, turn to the place in the next few pages where there are exercises for your particular sentence trouble.

Additional Exercises in Sentence-Building

These exercises are for practice whenever you need it. You can study these pages as a class, in small groups, or alone.

Practice 6 — Building Complete Sentences

On a paper write the numbers of the sentences in this list that are complete sentences. Make the other groups of words into complete sentences. Put the correct ending mark after each of these ten sentences:

1. Post and Gatty who flew around the world
2. "Child Life" is an interesting magazine for children
3. Are you planning to go to Ardith's party
4. What a narrow escape that was
5. Give us time to prepare a lunch
6. Without leaving us his address
7. In the heat the flowers drooped
8. The dropping of the sandbags made the plane rise above the mountains
9. When we visited the field of Gettysburg
10. The newest home in the block

Read the sentences that you have corrected. Is each a clear, complete thought?

Practice 7 — Building Complete Sentences

For those who had trouble with Practice 6, another similar practice exercise is given here. Follow the directions given for Practice 6.

1. If you go down town
2. Near our school is a pond
3. Commas make reading easier
4. "What is it?" asked Bob
5. Let's have salad toast and eggs to eat
6. Mother, may we go swimming
7. In the garden near the fountain
8. Go down the road a mile
9. Yes, I'll go too
10. Have you read *Silver Pennies*

Practice 8 — Punctuating and Capitalizing Sentences

No one will know that you can recognize sentence thoughts if you do not show it by your capitalization and punctuation. This story, written by a sixth-

grade pupil, needs to be separated into sentences by capital letters and punctuation marks. It looks as though it were all one sentence.

Copy the story, beginning every sentence with a capital letter. Use the correct ending punctuation after each sentence.

MR. BOOK'S COMPLAINT

How do you do, boys and girls my name is Mr. Book I came to make you a little speech do you know that it hurts to be handled roughly once when I was younger a friend of mine, Mr. Speller, was in the hands of a girl named Betty now this Betty was a very rough girl she made Mr. Speller look as though he had the measles, with the pencil dots she put all over him he also looked very blue with ink Mr. Speller was so angry that one day he managed to slide under a lot of papers to hide the next day Betty could not find Mr. Speller although she looked all over when she finally located him she was much kinder to him you, boys and girls, ought to treat all of us better or we will all disappear I hope you will remember my speech.

Practice 9 — Avoiding Rambling Sentences

Sometimes rambling sentences should be divided into two sentences. If the ideas in the sentences do not really belong together, it is better to separate them and punctuate them as two separate sentences.

The books are soiled and torn and there are not enough blackboards in the room.

(*Better*) The books are soiled and torn. There are not enough blackboards in the room.

In the following story by a sixth-grade pupil there are several rambling sentences. How would you write the story to improve the sentences?

LEARNING TO FLY

Last summer I had an interesting experience with some baby bluebirds. Their mother was trying to teach them how to fly, but they were very stubborn. Finally, she pushed one baby out upon the broad limb of an oak tree and he fluttered his wings but he would not budge and the mother went back to the nest and got the other baby bird out. While she was doing this, the father bluebird came and he sat on the limb and scolded. After a while he became exasperated and so he hopped down to where the child was and rudely pushed it off the branch. As there was nothing else to do, the bird fluttered his wings and flew and the father repeated that act to the other bird. Both baby birds circled the tree and flew proudly to their nest. After that they did not wait to be pushed off because they had been so taken by surprise the first time.

Practice 10 — Improving Rambling Sentences

Sometimes it is better to put other words in place of the *and* at various places in a story. If the thoughts really belong together, it is better to combine them with good words than to separate them into short sentences.

The program was too long and the audience became restless.

(*Better*) Because the program was too long, the audience became restless.

Rewrite the sentences below, leaving out the *and's* and using the suggested words in joining the ideas. Sometimes the new word should be used at the beginning of the sentence, as in 1 and 3.

1. The supper bell rang *and* Jerry left his play to go to the house. (*when*)

2. This book is about a boy *and* he was not trusted by his father. (who)
3. You wander around the room looking at them *and* they almost seem to come to life. (as)
4. Morning came *and* they were up earlier than usual. (when)
5. The children were in Holland *and* they skated on the canals. (while)
6. "Let's go to the gym *and* we can watch the girls play handball," said Molly. (where)
7. I shall go early *and* you need not come until six o'clock. (but)
8. There isn't room for everyone to ride *and* three of us are walking to the park. (because)

Practice 11 — Combining Short Sentences

Too short, choppy sentences make a story read jerkily. Ideas that belong together may be combined into one sentence.

Edison was a famous inventor. He invented many useful things.

(*Better*) Edison was famous for his invention of many useful things.

or

Edison was a famous man, who invented many useful things.

The following paragraph was written as a riddle for a section of a class magazine devoted to *Famous Americans*. It could have been improved by the use of these words or others in combining the sentence thoughts:

although but when while who

The dashes show which sentences could very well be combined into one good sentence.

He is the best loved of all musicians. — He is called "The Nation's Music Teacher." No one has done more to earn this title. He has played over the radio. — This has opened the doors of music to thousands of American people. — They could not hear his concerts otherwise. He not only plays. — He explains what he is playing. Some musicians treat us as outsiders. — This one seems to be saying, "Here is something I am enjoying. Let us enjoy it together."

Practice 12 — Making Sentences More Interesting

Changing the arrangement of words in a sentence sometimes makes it more interesting.

The captain walked past the line of men solemnly and slowly.

Solemnly and slowly, past the line of men walked the captain.

Change the following sentences:

1. She opened her book and started to read without answering my question.
2. Is that what you would do if you could make your own plans?
3. Hal headed for shore as soon as the storm threatened.
4. The regular beat of the waves woke me again and again during the night.
5. He shot ahead exerting all his remaining strength in a sudden spurt.

Practice 13 — Making Sentences Forceful

Sometimes this changing of the order of the words makes the last part of the sentence the most emphatic.

The pike's backbone with a tail attached was all that was left in the tank with the pickerel.

In the tank with the pickerel was left *only the pike's backbone with a tail attached.* (The words in italics are now more forceful.)

Change the sentences below. Then notice which part of the sentence seems to be the most forceful.

1. I saw a grizzled old man coming over the rise as I looked across the hills.
2. Bob had first place as our fisherman with his catch of a fifty-inch muskellunge.
3. I made my decision after pondering on the question for hours.
4. We watched the sky closely with everyone eager to be the first to sight the plane.
5. They galloped up the road and over the top of the hill.
6. He stopped suddenly bewildered by the glare of light.
7. Days of gay companionship began then.

Practice 14 — Improving the Beginnings of Sentences

Another way to make sentences more interesting is to watch the beginning words and to avoid using the same words for several sentences.



The book review that follows could be improved by varying the sentence beginnings. Rewrite the review,

changing the expressions in italics. You may wish to change the sentences completely.

A BOOK REVIEW

The title of this book is "The Story of a Bad Boy." *This book* is the true story of Thomas Bailey Aldrich. *This book* is very amusing and I consider it better than "Tom Sawyer." Of course, you will have to read it to form an opinion. *This book* tells of his ordering several dollars' worth of sodas for his companions and then of his being obliged to jump out of the window to escape paying the bill.

By reading aloud what you write, you can find out whether your sentences are varied. Notice whether or not you have repeated beginning words.

Final Test — Sentence Sense

The examples below are of four kinds:

G — Sentences that are clear and correct — *good sentences*.

R — Sentences in which there are several ideas — *rambling sentences*.

C — Sentences in which the exact meaning is not clear — *confused sentences*.

P — Groups of words that are not complete sentences — *parts of sentences*.

Read the sentences carefully. Decide whether the sentence is a good one or whether it has one of the three faults just given.

EXAMPLE: Jerry was surprised to find the cherry trees in bloom. *G*

What should be the letters after the next examples? This is a practice exercise.

Because he could not find his rain coat.

Going to the store he told his mother he got lost.

The real test follows. Number 1 to 20 on a piece of paper. After each number write the correct letter — *G, R, C, or P.*

1. The magazine was written and published by the pupils.
2. If you want your book to be friends with you.
3. Early that morning.
4. Go skating all round it's fun to do for us quite often.
5. The reindeer have big horns that they hitch them to sleds.
6. We went sliding out near the Fair Store and we took our sleds along and when we got there some boys were sliding there and they whirled us around.
7. Along the coast where the winters are cool.
8. The little boy was afraid of the donkey because of his quick movements.
9. When I first saw that brown and white dog with a stubby tail.
10. In olden days birds, called falcons, were trained for hunting.
11. The lion has feet like a cat's and he is big and he looks like a cat and he has long hair on his neck.
12. The boy put on his coat and jumped into the little wagon with a horse.
13. People stood around, talking and laughing with friends, and trying to decide upon their goodies for Christmas dinner.
14. Rin-tin-tin a big police dog at the movie last week.
15. Jean asked her mother did she know of any little baby she could take care of when the telephone rang for Mrs. Brown.
16. We went over to the lake and I had my new skates and we saw a man skating and making all sorts of fancy curves on the ice.

17. The wind blew the snow in whirlpools of white around our heads.
18. Here's a picture of me sliding down hill and I put a cap on my puppy dog and pulled him on my sled.
19. I got a casting set for Christmas that pour it into the molds, and you put two things together like ink.
20. Tomorrow you have to have your entries in, and the dogs will be judged, and the horse show opens and it's going to be at the stock pavilion.

SECTION IX

THE SENTENCE AND ITS PARTS— GRAMMAR

THE SENTENCE

Which of these groups of words really say something, ask questions, or give commands?

1. Winds move sailing vessels and drive machinery.
2. Air has weight.
3. How did the early American Indian make a fire?
4. Drive faster.
5. When I turned around.
6. In what part of the United States.

Numbers 1, 2, 3, and 4 are sentences, because they express complete thoughts. Numbers 1 and 2 tell something; Number 3 asks a question; Number 4 gives a command. Numbers 5 and 6 are groups of words that do not express complete thoughts. They do not tell fully or clearly what is in the writer's mind. We can make sentences of them by telling what happened or by asking a question.

5. When I turned around, I saw Tige following me.
6. In what part of the United States are the Rocky Mountains?

A sentence is a group of words expressing a complete thought.

Every sentence has a subject and a predicate.

THE VERB OR SIMPLE PREDICATE

Which word in Sentences 1 and 2 makes a statement about a person, place, or thing?

1. Burke took the helm.

Took makes a statement about Burke.

2. The class cheered louder and louder.

Cheered makes a statement about the class.

Which word in Sentences 3 and 4 asks a question?

3. Are winds air in motion?

Are asks a question about the winds.

4. Is coke a good fuel?

Is asks a question about coke.

Which word in Sentences 5 and 6 gives a command?

5. Locate the Sahara Desert.

Locate tells you to do something.

6. Drink plenty of water every day.

Drink tells you to do something.

These words that make statements about persons, places, or things, ask questions, or give commands are the simple predicates, or verbs, of the sentences.

The simple predicate, or verb, makes a statement, asks a question, or gives a command.

Practice 1 — Finding the Verb

Find the verb in each sentence:

1. The lightning flashed.
2. Fire requires air.

3. Winds affect climate.
4. Is Hannah at home?
5. Speak distinctly.
6. The cows grazed on the hillside.
7. A roar rose at Pedro's back.
8. Follow your compass.
9. I need the money now.
10. Every animal has its enemies.
11. The car stopped at the familiar mail box.
12. Mother sank on the bench beside Judy.
13. Call the doctor immediately.
14. Craig turned to Smiley.
15. Is air a mixture of several gases?

Practice 2 — Making Sentences with Verbs

Make up sentences in which ten of the following words are used as simple predicates, or verbs:

EXAMPLE: *ran* Fleetfoot ran swiftly to show his chief.

1. swam	6. hurry	11. have	16. heard
2. leaped	7. is	12. came	17. tore
3. cried	8. was	13. sped	18. ate
4. sang	9. turn	14. shut	19. saw
5. flew	10. threw	15. wrote	20. gnawed

Two-Word Verbs

Some verbs are made up of two words.

What are the verbs in these sentences?

1. The Eiffel Tower was built in Paris.

Was built is a two-word verb.

2. Cotton is raised in the South.

Is raised is a two-word verb.

3. The Scouts will camp near the lake tonight.

Will camp is a two-word verb.

4. You should brush your teeth frequently.

Should brush is a two-word verb.

The first word of a two-word verb may be: *is, am, are, was, were, be, has, have, had, do, does, did, can, may, could, might, must, shall, will, should, or would*.

Practice 3 — Finding Two-Word Verbs

Find the two-word verb in each of these ten sentences:

1. Many toys are made in Germany.
2. You should stand erect at all times.
3. The first American flag was made by Betsy Ross.
4. Loretta will go with you at three o'clock.
5. Herbert can swim a hundred yards.
6. Refreshments were served under the tallest elm tree.
7. Drinking water is stored in reservoirs.
8. Since Panhandle's arrival no mouse has nibbled a piece of baggage.
9. The cotton gin was invented by Eli Whitney.
10. *The Wonder Book of Horses* was written by James Baldwin.

Separated Verbs

In some sentences one or more words separate the two parts of a verb. What is the verb in each of these sentences?

1. Dick and Phil couldn't hear Sam's answer.

Could hear is the verb.

2. Daniel Boone's trousers were sometimes made of buckskin.

Were made is the verb.

Practice 4 — Finding Separated Verbs

After the number of the sentence write on your paper the two-word verb in that sentence:

1. Buck's eyes were nearly blinded by the snow.
2. His enemies will not find him there.
3. Teddy could scarcely stand the pain in his ankle.
4. Edwin has not been at the seashore this summer.
5. Alden has almost finished his glider.
6. The cross-country races have not yet ended.
7. I have never seen the western coast of the United States.
8. The old schoolhouse is now used as a recreation center.

Verbs in Questions

In most questions the two words of the verb are separated. It is easy to find the verb if you change the question to a statement. What is the verb in each sentence?

1. Can you imagine anything so interesting?
2. You can imagine anything so interesting.

Can imagine is the verb in both sentences.

3. Has Lewis been to the swimming pool?
4. Lewis has been to the swimming pool.

Has been is the verb in both sentences.

Practice 5 — Finding Verbs in Questions

On your paper write the two-word verbs in these eight sentences:

1. How long do whales live?
2. To what nation does Iceland belong?
3. Which tribe had captured the fort?
4. During exercise do the muscles burn fuel rapidly?

5. Did you attend the World's Fair in Chicago?
6. Who can forget the sight of a white-tailed deer?
7. How can you tell one bird from another?
8. Where have you hidden the secret treasure?

Three-Word Verbs

Verbs may even be made up of three words. What are the verbs in these sentences?

1. You might have fallen through the thin ice.

Might have fallen is the three-word verb.

2. Should every letter in signaling be made clearly?

Should be made is the verb.

Practice 6 — Finding Various Verbs

This review exercise contains sentences with one-word, two-word, or three-word verbs. Number your paper 1 to 20; then write the verb in each sentence next to its number.

1. The Gulf of Mexico is south of the United States.

2. Is Montreal in Canada?

3. Take this package to the post office, Elmer.

4. We had eaten everything except the cake.

5. Where is asphalt found?

6. The waters are churned by the giant paddle wheel.

7. The Mississippi River empties into the Gulf of Mexico.

8. John Parker is not running in the final relay.

9. Graham had already seen the red face at the window.

10. A loud noise filled the air.

11. Military planes are divided into classes according to their duties.

12. Will you carry a message to Henry?

13. Lady Adela's father had built his castle on the peaks of three jagged rocks.

14. How could Bernard have arrived there so quickly?
15. Always pack extra clothing for a hike in a waterproof bag.
16. The morning papers told of the capture of the bandits.
17. How does water vapor get into the air?
18. Dikes and windmills can be seen in the Netherlands.
19. Don't give the message to anyone else.
20. Why should one write a stub for every check?

SIMPLE SUBJECTS

In each sentence some person, place, or thing is spoken of. What word names the person, place, or thing spoken of in each of these sentences?

1. Dogs pull milk carts for their masters in the Netherlands.

Pull is the verb. Who or what *pull*? *Dogs* is the answer and is the subject of the sentence.

2. Even today the basket-covered carts on the roads in the Philippines are pulled by oxen.

Are pulled is the verb. Who or what *are pulled*? *Carts* answers the question and is the subject of the sentence.

In a question the easiest way to find the subject is to write or say the question as if it were a statement. Then ask yourself "Who?" or "What?"

(Question) How did the earliest American colonists light their homes?

(Statement) The earliest American colonists did light their homes how.

The verb is *did light*. Who or what *did light*? *Colonists* answers the question and is the subject of the sentence.

In commands or requests the subject is generally omitted. "Turn on the electric lights" means "You turn on the electric lights." "Come here immediately" means "You come here immediately." *You*, understood, is the subject of both sentences.

The simple subject names the person, place, or thing spoken of.

Practice 7 — Putting Subjects and Predicates in Sentences

On your paper write sentences that you make up by matching the ten words or groups of words in the first column correctly with the ten groups of words in the second column. When your sentences are completed, draw one line under the simple subject and two lines under the verb.

EXAMPLES:

1. The radio is a recent invention.
2. Tom Murdock was elected captain of our team.

Subjects

1. Birds
2. Cows
3. Horses
4. The small children
5. The policemen
6. The brave firemen
7. The submarine
8. Washington
9. Russia
10. The *Spirit of St. Louis*

Predicates

goes under the water.
fight fires.
is the largest country in Europe.
sing in the treetops.
give milk.
are in the lower grades in school.
is in the District of Columbia.
pull wagons.
is an airplane.
carry revolvers.

Practice 8 — Supplying Predicates

On your paper write interesting predicates about these subjects. Draw one line under the simple subject and two lines under the verb.

1. The lily	6. Four hundred scouts
2. Three speedboats	7. The little white house
3. The American Legion	8. The cowboy from Montana
4. Philadelphia	9. Christmas
5. We	10. The boys on my baseball team

Practice 9 — Supplying Subjects

Copy these sentences. In place of the blanks, supply interesting subjects for the predicates. Then, on your paper, draw one line under the simple subject and two under the verb.

1. ----- crashed into the tree with a deafening noise.
2. ----- was towed across the river.
3. ----- has seen many interesting sights on his travels.
4. ----- lives in the northern part of Canada.
5. ----- fought against the United States in 1812.
6. ----- was the queerest person.
7. ----- have grown in California for many years.
8. ----- came suddenly into view.
9. ----- has been built by three boys.
10. ----- hunted all day in the forest.

Practice 10 — Finding Subjects and Predicates

Copy these sentences. Draw one line under the simple subject and two lines under the verb. The verb may be one word, two words, or three words.

EXAMPLES:

1. For how many miles could the blaze be seen?
2. (You) Carry this pail of water to the barn.

1. London is the capital of England.
2. Rocky Cove was about eight miles down along the seashore.
3. On the Carr cottage the awnings flapped wildly.
4. Hooray! Spring is here.
5. Is that the truth?
6. Tiny Tim's little crutch was heard upon the floor.
7. Certain streets in some cities are set aside for play.
8. How is a musical note on the piano produced?
9. In the World War the airplane played a very important part.
10. In 1877 Thomas A. Edison invented the phonograph.

NOUNS

A noun is a name. Nouns name —

Persons — doctor, boy, Franklin D. Roosevelt, crew, army

Animals — horse, dog, elephant

Places — Philadelphia, Europe

Things — pencil, chair, pain, truth, success

Practice 11 — Naming

1. Name ten objects in your classroom.
2. Name ten things you saw on your way to school.
3. Name ten things you saw during your summer vacation.
4. Name ten things you own.
5. What are ten names of persons? Ten names of places? Ten names of animals?

Practice 12 — Finding Nouns

Make a list of the nouns in each sentence. The number in the parenthesis shows how many nouns there are in the sentence.

1. Crusoe landed on an island when his boat was shipwrecked during a terrific storm. (4)
2. The members of our sewing club made blankets, washcloths, and clothing for the poor people. (6)
3. When John returned the purse to Miss Brownson, he was rewarded for his honesty. (4)
4. Through the doorway Alice saw a small passage, a garden of bright flowers, and many cool fountains. (6)
5. About noon there suddenly appeared a flock of blackbirds in the sky. (4)
6. The alligator has sharp teeth, a long tail, short legs, and an ugly body covered with a layer of hard scales. (7)
7. On the front plot of ground the gardener planted rose bushes, hedges, and grass seed. (6)
8. Bring a pencil, pen, ruler, blotter, and bottle of ink with you. (6)

PRONOUNS

Compare the two following selections. Which telling of the story do you prefer? Why?

1. *Without Pronouns*

A young lady and the young *lady's* escort were at a baseball game. The young *lady* had never been at a game before.

"Isn't that pitcher grand?" the young *lady* said. "The *pitcher* hits the *players'* bats, no matter how the *players* hold the *bats*."

2. *With Pronouns*

A young lady and *her* escort were at a baseball game. *She* had never been at a game before.

"Isn't that pitcher grand?" *she* said. " *He* hits *their* bats, no matter how *they* hold *them*."

A pronoun is a word used in place of a noun. The italicized pronouns in Number 2 are used in place of

the italicized nouns in Number 1. *Pronoun* means *for a noun*.

Pronouns save our time and make our sentences more pleasing.

What are the pronouns in these sentences?

1. "We know you," said the boys to a stranger.

We and *you* are pronouns. *We* is used in place of the names of the speakers, *boys*. *You* is used in place of the name of the person spoken to, *stranger*.

2. He and I were very tired.

He and *I* are pronouns, because they are used in place of nouns.

Practice 13 — Using Pronouns for Nouns

Improve these sentences by using a pronoun in place of one of the nouns:

1. Tom Sawyer and Tom Sawyer's friend, Becky, were lost in a cave.

2. In the Scout Oath, John promised that John would do his duty to the United States.

3. When Louisa Alcott was a young lady, Louisa Alcott nursed wounded soldiers.

4. After Stevenson reached this country, Stevenson went West on an immigrant train.

5. Columbus was not properly rewarded for Columbus's discovery.

6. John and John's parents arrived home at ten o'clock.

7. Longfellow's neighbors were exceedingly fond of Longfellow.

8. Henry explained to his teacher why Henry was late.

Practice 14 — Finding Pronouns

Copy these sentences. Draw a line under every pronoun. The number after each sentence tells how many pronouns there are in the sentence.

1. He gave the pencil to me. (2)
2. Are you coming to my party? (2)
3. Louise and I will take you with us. (3)
4. Give him his hat. (2)
5. Her dog wagged its tail. (2)
6. They told us about you. (3)
7. Will you walk with me to my house? (3)
8. Your house is next to mine. (2)
9. Is she going with them to their summer home? (3)
10. We don't believe it. (2)

MODIFIERS

A modifier changes the meaning of the word to which it is attached.

The meaning of nouns may be changed by *adjectives*; the meaning of verbs may be changed by *adverbs*.

Adjectives

Compare these two sentences:

1. Jack built forts.
2. Jack built two large wooden forts.

Forts in the first sentence means any kind of forts and any number of forts. In the second sentence, *two*, *large*, and *wooden* change the meaning from any kind and number of forts to a particular kind and number. *Two*, *large*, and *wooden* modify or describe the noun *forts*, and are called *adjectives*.

An adjective usually answers one of these questions:
“How many?” “Which?” “What kind of?”

How many?	1. <i>Five</i> girls received medals. 2. <i>Three</i> gongs mean a fire drill.
Which?	1. <i>That</i> pencil has hard lead. 2. Do you like <i>these</i> apples?
What kind of?	1. Abe Lincoln was a <i>tall, lanky</i> boy. 2. The <i>tan</i> dress has <i>brown</i> trimmings.

The, a, and an are also adjectives.

An adjective is a word that modifies a noun or a pronoun.

Practice 15 — Finding Adjectives

Find the adjectives and tell what each modifies. The number in the parenthesis tells how many adjectives there are in the sentence.

1. The two fertile plains are separated by a high mountain. (5)
2. Icy roads in winter weather cause many serious accidents. (4)
3. Toby, our lively brown dog, is a faithful, alert, and reliable little watchman. (7) [*Our* is a pronoun.]
4. The fearless aviator looked down upon high gray buildings, huge factories, broad streets, and busy people. (7)
5. The largest sugar plantations are on the fertile lowlands. (5)
6. We inhaled the cool salt air of the bright, clear night. (6)
7. Turpentine is made from the sticky, thick sap of tall pine trees. (5)
8. It was cool, brisk, sunny weather. (3)
9. The first white colony on the American continent settled in a peaceful, flowery region near St. Augustine. (8)
10. The hairlike roots of little plants may creep down into the tiny crack of a rock. (6)

Practice 16 — Supplying Adjectives

Copy these sentences and fill each blank with an adjective.

1. The _____ boy pulled his cap over his _____ eyes.
2. The _____ dog barked at the _____ cat up the _____ tree.
3. That _____ girl wears a _____ suit, _____ shoes, and a _____ hat.
4. In the _____ room of the _____ house were _____ books.
5. The _____ man has a _____ nose, a _____ mouth, _____ hands, and _____ hair.
6. The _____ horse swam across the _____ river.
7. The _____ snow covers the _____ hills and _____ meadows.
8. The _____ game was postponed because of _____ weather.

Adverbs

How are the italicized adverbs used?

1. Come *back* before dark.

Back modifies the verb *come*.

2. Harold is *thoroughly* honest.

Thoroughly modifies the adjective *honest*.

3. *Very slowly* he turned the pages of the book.

Slowly modifies the verb *turned*. *Very* modifies the adverb *slowly*.

An adverb is a word that modifies a verb, an adjective, or an adverb.

Usually an adverb answers one of these questions: “How much?” “When?” “Where?” “How?”

How?	1. Ted plays the violin <i>beautifully</i> . 2. Brush your teeth <i>thoroughly</i> .
When?	1. The Giants won <i>yesterday</i> . 2. I will visit you <i>soon</i> .
Where?	1. Marie threw the paper <i>away</i> . 2. <i>Here</i> is this morning's paper, Dad.
How much?	1. My dress is <i>too</i> long. 2. Mother is <i>very</i> happy tonight.

Practice 17 — Finding Adverbs

Find the adverbs in these sentences and tell what each modifies. The figure in parenthesis tells how many adverbs there are in the sentence.

1. Jerry always obeys his mother promptly. (2)
2. Quickly and quietly exchange your papers. (2)
3. He was too lonesome in that big old house. (1)
4. Very patiently Joan tried again. (3)
5. George is laughing heartily now. (2)
6. Have you ever seen that man before? (2)
7. I never worked so skillfully and so rapidly before. (6)
8. Bravely Morris stepped forward. (2)

Practice 18 — Supplying Adverbs

Copy these sentences, filling the blanks with adverbs:

1. Ralph speaks -----.
2. His speech was ----- long.
3. News travels -----.
4. Ruth sang -----.
5. The arrow flew -----.
6. Tom shouted -----.
7. I will write to you -----.
8. ----- he sneaked around the hut.

SECTION X

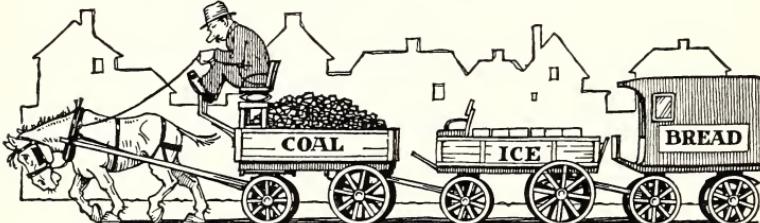
THE PARAGRAPH

WHY WE NEED PARAGRAPHS

Reading would be uninteresting and difficult if newspapers, magazines, and books were made up of page after page of sentences without any division into units of thought. To make reading easier, we group related sentences into units that we call paragraphs.

WHAT A PARAGRAPH IS

A paragraph is a group of sentences telling about one topic. A paragraph may be long or short, depending on the number of things you wish to say about the topic. In writing a paragraph, leave out everything



Is THIS A GOOD PICTURE OF WHAT A PARAGRAPH SHOULD BE LIKE?

that is not related to the topic you are discussing. Start the first word of the paragraph about one inch from the margin.

Practice 1 — Studying Paragraphs

Here are two paragraphs written by sixth-grade pupils. (1) What is the main thought or topic of each one? (2) Are all the sentences related to the topic?

1

Too much strawberry shortcake one night caused me to have the funniest dream. I dreamed that my arithmetic, spelling, and geography papers developed arms and legs and paraded on my pillow. After they had walked around several times, my arithmetic paper commanded the others to bind my hands and feet. Then they each got a pick and began hitting my head very hard. I screamed, but no one seemed to hear me. Just then someone started shaking me and telling me to stop screaming, as it was time to get up for school. What a relief it was to find it was only a dream! —

PUPIL

2

Great care is taken to protect the money deposited in our banks. Last year, while visiting one of the large buildings on Broadway, I was taken into an elevator by a guide and directed to a vault built under the water. There were big iron gates across the entrance to the vault, which were kept locked all the time. In a near-by room sat a watchman. Should anyone try to get into the vault, a switch on his desk would immediately flash a light of warning. Then he would notify the police. I wondered then how criminals could do anything against such protection. — PUPIL

Practice 2 — Finding Unrelated Sentences

Read the following paragraphs and in each pick out the sentences that are not closely related to the topic:

1

While paddling aimlessly along one afternoon in my canoe, I spied a kitten on a small island in the center of the lake, mewing piteously. I hurried to it and took it into the boat with me. It was a black and white kitten. Just as I had paddled out again into the deeper water, a motor boat came very close to my canoe. The boat was green and white and carried an American flag. The waves from this boat were so high that they turned the canoe over, and the kitten and I were tumbled into the water. The sunshine was glistening on the water. The people in the boat saw what had happened and easily rescued my precious cargo and me.

2

Just as Mr. Burns was going into the woods to cut down a tree, a horse galloped up to him and said, "The bad will always be bad," and ran away. It was a hot Monday in July. The poor man was so frightened he hurried home as fast as he could. He lived in a small house on the other side of the road. As he was entering the front gate, the horse passed again, saying the same thing. The horse was black and had two white feet. At that moment Mr. Brown heard a chuckle behind him, and turning around quickly, saw his neighbor, who was a ventriloquist, standing behind a tree.

Practice 3 — Writing Paragraphs

Entertain the class with a paragraph on one of these subjects. Stick to your topic. After writing your paragraph read it aloud. If you find that any sentence you have written doesn't bear on the topic, cross it out.

1. A burnt supper	6. A welcome letter
2. An unexpected call	7. A muddy bath
3. A slippery day	8. My first fish
4. My first swimming lesson	9. Almost a tragedy
5. My last cent	10. A joke on me

11. When I overslept	13. The last inning
12. A trick I taught my dog	14. An interesting book
15. What I learned from ants	

SELF-CRITICISM

You should not expect your teacher to do all the work in the correction of your compositions. If you are to be successful in school and out of school, you must get into the habit right now of criticizing your own efforts in an orderly, thorough way. After every new point is discussed, a question will be added to your Self-Criticism Chart, which you will use in judging your paragraphs. Here is the first question:

Self-Criticism Chart

Does each paragraph discuss only one topic?

THE BEGINNING SENTENCE

The moving picture theaters interest us in the coming attractions by flashing previews on the screen. Manufacturers of candy, toothpaste, breakfast foods, razor blades, and other articles give away samples to entice people to buy. In the same way a good beginning sentence in a paragraph arouses our curiosity and makes us want to read or hear the rest of the paragraph.

Practice 4 — Examining Beginning Sentences

Does the beginning sentence in each of the following paragraphs arouse our interest? If so, how is this accomplished?

1

Bang! went the starter's pistol. Eagerly we darted forward towards that white something in the distance. The crowd seemed to go wild with excitement, and cheer after cheer came to my ears. As I glanced to one side, I saw my nearest competitor gaining on me. Would he reach the goal before me? Straining every nerve and muscle, I kept my lead and won the race by half a yard. — PUPIL

2

As I was walking to school yesterday, I saw a very strange-looking person. He wore a heavy black cloak and a peculiar shabby hat. In one hand he carried a rough stick, with which he was tapping on the ground; and in the other, a tin cup. I knew immediately that he was blind. He was saying, "Please help me, so I can get an operation on my eyes." I had two cents with me for candy, but I gave it to him, as I knew every penny would count with him. — PUPIL

*Practice 5 — Developing Paragraphs from
Beginning Sentences*

Using one of the following sentences as your beginning sentence, write or speak a short paragraph. Notice that these beginning sentences are complete and interesting.

1. The dentist opened the door and said, "Who is next?"
2. My grandfather's house in Indiana [or another state] always seemed to me the most wonderful house in the world.
3. It was midnight, and I was alone in a camp in the Adirondacks.
4. Something always happens to upset my plans.
5. Pussy showed his ability as a fisherman in the gold-fish bowl last week.

6. One of my vacation experiences I'll never forget.
7. I had been cautioned not to slide down the big hill, but the icy street was so tempting.

Self-Criticism Chart (*continued*)

Does each paragraph discuss only one topic?

Is my beginning sentence complete and interesting?

DETAILS IN ORDER

When you boys are making a birdhouse or a toy airplane, or you girls are making candy or a dress, you have a plan, recipe, or pattern to follow and you proceed in an orderly, systematic manner. When you are writing a paragraph, you must similarly have a plan and arrange the details in a sensible order. When you tell a story, for instance, report the events in the order in which they happened. When you explain how to play a game or make a toy, follow the time order as in a story — that is, explain first what happens first and second what is done next.

Practice 6 — Rearranging Sentences in a Paragraph

The sentences in these two paragraphs are jumbled. Think how each paragraph should be arranged; then rewrite it with the sentences in order.

1

The game of Poison is exciting. The Indian clubs are placed in a circle in the middle of the floor. If a player breaks the circle, he is counted out. In order to play it, one needs from seven to ten players and three Indian clubs. Then the players form a circle around the clubs. A player who knocks

down a club is also counted out. They swing around, keeping the circle, and try to make one of the players touch or knock over the clubs. When there are but two or three players left, the game is ended.

2

Jack and Rover had been pals ever since Rover was a pup. He wanted to skate by himself; so he went far out to the opposite side of the lake. When Jack was nine years old, he and Rover went over to the lake one winter morning, for Jack wanted to go ice-skating. Rover raced as fast as he could to bring help to his drowning master. After Jack had skated a few minutes, the ice broke and he fell into the water. When Jack arrived, he found that all the boys were skating together in one place. Rover was tired but happy when a man who was a good swimmer pulled Jack out of the icy water.

Self-Criticism Chart (*continued*)

Does each paragraph discuss only one topic?

Is my beginning sentence complete and interesting?

Are my details arranged in order?

THE CONCLUDING SENTENCE

The part of an event that one remembers the longest is the ending, especially if it is in any way unusual. Will you ever forget that baseball game in which your team was five runs behind at the end of the eighth inning and then scored six runs in the ninth? Aren't you always eager to know how an exciting moving picture or book is going to end?

The last sentence of a paragraph is as important as the finish of a race, the ninth inning of a baseball game,

or the ending of a story. Don't just stop at the end of a paragraph, but finish it with a good concluding sentence.

A concluding sentence improves your paragraph if it either adds a new and unexpected thought on the topic or drives home the point of the paragraph.

EXAMPLE:

Three Indians, the first they had seen, were slipping across an open space to disappear in the brush. So intent were they upon their own purpose that they did not heed the white men below them. *Even a deer would have made more noise than they.* — CORNELIA MEIGS, *St. Nicholas*.

Practice 7 — Writing Concluding Sentences

Each of the two following paragraphs lacks the concluding sentence. Write a good one for each paragraph. Either add a new and unexpected thought or drive home the point of the paragraph. Don't just repeat what has already been told. Compare your sentences with those of your classmates.

1

One day my sister dared me to jump over the hedge. I didn't want her to think I was a coward; so I jumped. I landed in the center of the hedge. When I got out, my legs were cut by the prickers. . . .

2

Last summer I decided to try my skill as a bareback rider. While my sister and I were watching some of my uncle's horses, she said, "I dare you to ride that black horse." I did not know that it was a little wild; so I climbed bravely upon its back. Before I could realize what was happening, I was flying through space. . . .

Practice 8 — Developing Topics into Paragraphs

Write a paragraph on each of two of the following topics. Criticize your work by referring to the chart following the topics.

1. The lost key	9. A thrilling ride
2. My favorite subject	10. A heavy rain
3. How to build a birdhouse	11. Why I'd like to be Father
4. A trip I shall not forget	12. An unexpected bath
5. Dad's summons for speed- ing	13. A movie I liked
6. My new friend	14. A trick I can do
7. Our class team	15. How to train a dog
8. My favorite hero	16. A forgotten message

Self-Criticism Chart (*concluded*)

Does each paragraph discuss only one topic?

Is my beginning sentence complete and interesting?

Are my details arranged in order?

Have I a good concluding sentence?

PARAGRAPHS AS PARTS OF LARGER UNITS

Every time you write about a new topic, start a new paragraph. Begin the first word of each paragraph about one inch from the margin, but do not skip a line between paragraphs.

A Paragraph Test

1. The following true story should be divided into three paragraphs. Write on your paper the first sentence of each paragraph.

MY GREAT-GRANDFATHER

My great-grandfather was born in Saxony, Germany, in the year 1835. At the age of nine it was necessary for him to get up at five o'clock in the morning and work in a factory until eight o'clock. He went to school until two o'clock in the afternoon and after that went to the factory to work again until eight o'clock at night. For his work he was paid fifty cents a week. When a young man, my great-grandfather came to America on a Dutch sailboat. While crossing, they ran into a heavy storm. It washed one man overboard, but he was saved by a miracle, as another wave washed him back on board. It took them three months to reach New York. After landing, my great-grandfather looked for work but had no success. He finally became a farmer in New Jersey and followed this occupation until he was sixty years old. Then he retired and moved to the neighboring town of Hackettstown. Here he died in 1917. — PUPIL

2. Select, from the following list, a topic for each of the paragraphs into which you have divided the story "My Great-Grandfather." On your paper write the numbers 1, 2, and 3. Next to each write the best title for that paragraph.

My great-grandfather	The ocean voyage
My great-grandfather's life in America	New York
Five o'clock in the morning	My great-grandfather's life in Germany

PARAGRAPHING CONVERSATION

When choosing a book in the library, have you ever glanced through several books to see how much conversation each has? If you like to read conversation, that's a good reason for putting conversation into the stories you tell.

Remember, in reporting a conversation, to begin a new paragraph every time another person speaks.

Practice 9 — Examining Paragraphs in Conversation

Read this conversation. Give a reason for starting each new paragraph.

A MAD TEA-PARTY

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea under it. A Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. "Very uncomfortable for the Dormouse," thought Alice; "only as it's asleep, I suppose it doesn't mind."

The table was a large one, but the three were all crowded together at one corner of it. "No room! No room!" they cried out when they saw Alice coming.

"There's plenty of room," said Alice indignantly, and she sat down in a large armchair at one end of the table.

"It wasn't very civil of you to sit down without being invited," said the March Hare.

"I didn't know it was your table," said Alice. "It's laid for a great many more than three."

"Your hair wants cutting," said the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.

"You should learn not to make personal remarks," Alice said with some severity. "It's very rude." — LEWIS CARROLL, *Alice in Wonderland*.

Practice 10 — Paragraphing a Story

Rewrite the following story, dividing it into paragraphs. Remember to begin a new paragraph for

each person's conversation. Be careful to copy the spelling and punctuation correctly.

LOOKING AT A TOY-SHOP WINDOW

Betty and Jane were looking at some toys. "Oh, what a lovely doll!" said Betty. "Who wants a doll?" objected Jane. "I'd much rather have that pair of skates," she added, looking longingly at a pair of shining new ones. "Well, I've some money left from my allowance," Betty replied, "but not half enough for that doll." "I haven't any more," Jane said. "I spent it all on candy yesterday." Faintly, in the distance, they could hear their names being called. "It's Mother," they both said in one breath. "Yes, and we had better hurry or we'll be late for our music lesson," added Betty. "Come on," said Jane brightening, "let's have a race." "All right," agreed Betty. Off the two children ran, soon to forget all about their wishes in the interesting study of music. — PUPIL

Practice 11 — Writing a Story with Paragraphs

Write a story on one of the following topics. Use conversation throughout. Be sure to start a new paragraph with every change of speaker. Study the model in Practice 9 for correct punctuation.

1. An experience with a policeman.
2. The first time I was late for school.
3. Showing my report card to my parents.
4. The broken window.
5. Admitting the loss of Dad's new fountain pen.
6. The challenge.
7. My reward.
8. A strange visitor.
9. Planning a surprise for Mother.
10. Making a decision.

A Test—Paragraphing Conversation

Here is a conversation that you are to rewrite, dividing it correctly into paragraphs. Before you begin,

reread Practice 9, and notice where new paragraphs are started. Copy the spelling and punctuation just as they are here.

The next day, when Sonny was having breakfast, the spoons were discussed at the table. Sonny's eyes were twinkling. Aunt Frances called her mischievous little son to her and said, "Bobby, did you see Mother's little silver spoons?" "No, Mother," he answered. "Are you sure, Bobby?" she asked again. "Yes, Mother," he replied. "Bobby, you know you mustn't tell lies. It is a sin to lie," his mother said. "Ye-yes, Mother! I-I had them!" "Where did you put them?" she said sternly. "I bu-buried them in the garden." "Why did you bury them?" she insisted. "M-mother," he whimpered, "they were such little spoons, I-I wanted them to grow!" — *Pilot*, Edwin H. Vare Junior High School, Philadelphia, Pennsylvania

SECTION XI

IMPROVING YOUR SPEECH

When you answer the telephone or hear someone call, you are often able to recognize the voice. Isn't it queer that, with the same kind of instruments, each person's voice should be so different from every other's? Some voices are smooth and clear; some are high and sharp; some are deep and husky. Your own voice is not even the same at all times. We are glad that voices are not alike, because they would be as monotonous and confusing as faces would be if they were alike.

All of us can improve our voices and our speech if we try. You must learn to listen to your own speech as carefully as you do to others'. Many persons do not realize that their voices are unpleasant or their speech careless. If we could have mirrors for our voices, as we do for our looks, we would be more particular. We would all try to correct our faults if we knew what they were and how to correct them.

TESTING YOUR SPEECH

If you cannot see the person who is speaking, you are putting his voice to a real test. Have a make-believe radio program in which the speaker stands behind a screen, so that he must make you hear without the use of your eyes. It will be fun to try to guess who is speaking.

Let each speaker read a poem or part of a story while you listen carefully. Each of the listeners may answer the questions on a score card like this one:

Standards for Speakers

1. Is the voice low-pitched but clear?
2. Are the words pronounced distinctly?
3. Does the speaker talk slowly enough to be understood?
4. Does he talk without hesitating or repeating?

The speaker may afterward like to look over the cards, so that he can discover what his classmates think he needs to do to make his speech more pleasant. He may need help from a special teacher of speech, or he may just need to practice making certain sounds if his trouble is in meeting the second standard satisfactorily.

YOUR HEALTH AND YOUR VOICE

When do you find it hardest to keep your voice low and clear? Isn't it true that when you are well, your voice is stronger and clearer than when you are ill or tired? When you are comfortable and well, you breathe deeply and your voice is rich and full. Perhaps you have noticed that children sometimes have whiney, high voices when they are very tired. Your first responsibility in improving your voice is to keep well. Plenty of fresh air, rest, and deep breathing are important medicines for bad voices. Keeping your chin up gives a deep voice a fair chance.

YOUR SPEAKING TOOLS

Your teeth, tongue, and lips must be used in saying words clearly. Try saying *other* with your teeth held tightly together, or *moon* without closing your lips. You notice that you cannot make certain sounds without using all of your speaking tools. People who do not use their tongues and lips properly in forming words are hard to understand.

Experimenting with Speech

See if you can discover which of your speaking tools you need most in making certain sounds. Use a mirror if you wish.

p and **b** Say *pay* and *bay*, *pour* and *bore*, *pull* and *bull*.

Which speaking tools did the most work?

f and **v** Say *firm* and *very*, *fur* and *vim*, *far* and *van*.

Which two tools did the most work?

Try making other sounds and discover what happens to your vocal tools. Make the sounds for *t* and *th* and notice what you do with your tongue. Change from the *l* sound to the *r* sound and feel your tongue move. Make the sound for *d* and then for *v*; notice how your teeth move.

Even your nose helps with the making of sounds. Put your finger on your nose and feel the sound of *m* or *n* or *ng*. When you have a cold, you find it hard to say clearly words with those sounds.

Vowels and Consonants

Perhaps you can tell now what the difference is between vowel and consonant sounds. You may use a mirror to discover how you make the sounds.

Say *ā*, *ă*, *ä*, *ō*, *ō*, *ē*, *ĕ*, *ī*, *ĭ*, *ū*, *ŭ*. Did you have to close your mouth to make those sounds? Usually we do not open our mouths widely enough to make full, rich vowel sounds.

Say *b*, *d*, *s*, *t*, *p*, *m*, *th* and other consonant sounds. Now can you tell what is the difference between a vowel and a consonant? Check your definition by looking up the meanings of both words in the dictionary.

Sometimes *y* is a vowel. In which of these words is *y* a vowel and in which is it a consonant?

yes	any	my	why
style	yellow	you	yonder

Another Speech Test

Now that you have discovered how important it is to use all your speaking tools, you will be interested in taking another test to see just which sounds you are not saying clearly. Try these sentences aloud and watch the sounds of the italicized letters.

1. *Bat* the big ball.
2. *Put* the *pan* down.
3. Some *men* make much *money*.
4. *Why* not show us whether you can *whistle*?
5. We are *willing* to wait with you.
6. It is foolish to *fight* for first place.
7. *Thank* you for your faithful *thoughts*.
8. *They* will *bathe* her and dress her with clean *clothes*.
9. She *ran* right away in her *fright*.
10. That is a very lovely *vase* of glass.
11. Do you like the little *lad* who lives alone?
12. We were *singing* songs of long ago.
13. The *men* made much *money* at the market.
14. Have you had a *hat* with a *high* crown?

15. Can you carry a cake to Katherine?
16. The phone fell from the shelf.
17. Please, play the pleasant games we planned.
18. Bring your brothers to the bridge over the brook.
19. Yes, you may enjoy your youth in play.
20. Just the juice of fruit is used in jello.

CORRECTING YOUR SPEECH FAULTS

When you have learned what sounds you do not make distinctly, you are ready to practice carefully until your vocal tools are well trained to make the sound. You may even need to give your tongue some sort of exercise. You certainly will need to use your ears well, because you must hear the sound exactly or you cannot pronounce it exactly.

Practice 1 — Sounding Words Correctly

Here are a few practice exercises for certain sounds. You can make up many more by using your dictionary. You will notice that letters are not always sounded in the same way (*can* and *ceiling*), and that letters that are not alike sometimes sound alike (*in* and *been*).

wh as in *when*: why, where, whooping cough, what, whether, whistle

th as in *then*: these, other, their, bathe, clothe, that, with

th as in *thick*: think, thatch, throw, thin, breath, faith

ch as in *chin*: chilly, church, child, chair, chirp, bench

sh as in *shall*: shade, sash, shine, wash, fish, sheep

u as in *mud*: bud, hush, just, rub, scrub, up

s or *z* as in *zoo*: zero, isn't, does, was, houses, wise

ng as in *rang*: sang, ringing, going, wrong, string, doing

r as in *run*: library, February, roar, government

i as in *will*: since, rinse, been, trim, listen, trip

m as in *my*: man, mile, am, climb, same, mine

y as in *yell*: yes, yellow, yarn, you, young, yet

e as in *met*: get, egg, edge, net, set, correct

a (*ei*, *ai*, *ay*) as in *late*: ate, gate, wait, freight, weight, pay

Practice 2 — Avoiding Lazy Speech

Sometimes poor speech is merely lazy speech. We do not pronounce, or *articulate*, all the syllables in a word. The little boy who said, "I don' wan' a study g'og'aphy or read p'try either," is just carelessly leaving out parts of words. Notice how much harder all your speaking tools have to work if you say, "I don't want to study geography or read poetry either."

The words listed are often said lazily. Add others to your practice list by listening closely to your own speech and that of your classmates.

geography	poetry	accept
government	language	certain
want to	like them	firm
have to	want them	prompt
going to	collect	choice
having to	suggest	persuade

Making Your Own Drills

You can make many other drills to suit your own needs. Sometimes verses called "tongue twisters" are made for speech practice. Perhaps you remember about *Peter Piper* who "picked a peck of pickled peppers." You may be able to make up some rhymes of your own that will be good tests of speech. The following lines may help you:

lovely, little, lively lassies

cheery, chattering, chubby children

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